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THE EFFECTS OF READING AND PRE-WRITING ACTIVITIES ON UNIVERSITY STUDENTS' WRITING PROFICIENCIES

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COMMITTEE DECISION

This Dissertation (The Effects of Reading and Pre-Writing Activities on University Students' Writing Proficiencies) was Successfully Defended and Approved on 22/12/2011.

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The Effects of Reading and Writing Proficiencies on University Students' Writing Proficiencies

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ABSTRACT

The purpose of this study was to examine how reading and pre-writing activities affect university students' writing proficiencies. Specifically, the study attempted to answer the following questions:

1- Are there any statistically significant effects (α=.05) of reading and pre-writing activities on university students' writing proficiencies?

2- Are there anystatistically significant differences (α=.05) in the effect of reading and pre-writing activities on university students' writing proficiencies according to their Tawjihi (high school) English level (advanced, average, weak)?

The sample was comprised of 121 male and female students of various faculties throughout Jordan University. All sections were purposefully selected from the researcher's lectures for convenience. The levels used in the study (advanced, average, weak) were based on the students' Tawjihi (high school) English scores. These scores were used with the assumption of a general English proficiency since reading and writing are included on the Tawjihi exam.

A writing pre-test and a writing post-test were used. Two writing prompts were given for both the pre and post tests. Various reading comprehension passages and activities were developed and used in lectures during the time period between the two tests in the experimental group. The International English Language Testing System (IELTS) was chosen as the rubric to determine writing proficiency.

Two-way Analysis of Co-Variance (ANCOVA) was used to answer the questions concerning the effects of the reading and pre writing activities on the university students' writing proficiencies. Multivariate analysis of covariance (MANCOVA) was used to answer the questions concerning the writing proficiencies sub skills.

The findings related to the first question revealed statistically significant differences in the mean scores in the writing post tests due to the reading and pre writing activities. The adjusted mean scores of the students in the experimental group were (51.245) which is significantly higher after the treatment than those of the control group (42.301). The findings related to the second question revealed that there was no statistically significant (α=.05) difference due to the interaction of the reading and pre writing activities and the Tawjihi (high school) English levels (advanced, average, weak)(F=0.465, P=0.629).

Chapter One

Introduction And Background

Writing is such an essential part of our lives. We use writing in school, work, and correspondence with the world. E-mails, letters, memos, applications, and essays are some examples of day to day writing. It is also the one skill that most English teachers are hesitant to teach. It is time-consuming, difficult to evaluate, and requires making something new out of stored information (Blanchard, Mason and Daniel, 1988). This is especially true in English as Second Language (ESL) classrooms. Do teachers have to correct every mistake? Grammar and punctuation correction are topics which cause debate among educators (Ferris & Hedgecock, 1988). An ESL writing class is exceptionally stressful because of the language barriers.

Teaching writing in English as a Foreign Language (EFL) and ESL classrooms utilizes one of three approaches. The most popular is a product-based approach that covers the structure of language, sentence accuracy, and writing sentence/ paragraph elements (Badger & White, 2000; Hyland, 2003; Kaplan, 1970; Silva, 1990; Matsuda, 2003). The second approach is process-based. Writing skills such as planning, editing, and revising are covered (Badger & White, 2000). The last approach is the genre approach. Writing is viewed as a way to communicate in social contexts. Subject matter, audience, purpose, and academic/professional settings are emphasized. English for Specific Purposes (ESP) is part of this third approach (Hyon,1996; Johns, 2003). All approaches have their advantages and disadvantages according to researchers (Campbell,1990; Christiansen, 1965).

Reading is also an important skill often difficult to master (Flower, Stein, Ackerman, Kantz, McCormick, & Peck,1990). “Reading is an active, flowing process which involves the reader and the reading material in constructing meaning. Meaning does not reside on the printed page, nor is it only in the head of the reader. A synergy occurs in reading which combines the words on the printed page with the reader’s background knowledge and experiences.”(Anderson,1999, p.1). No one specific strategy is considered a “good” or “bad” strategy. What is effective for one reader is not necessarily effective for other readers (Kern, 1997). Certain strategies have been proven to be effective. These include prediction, text structure recognition, vocabulary, and activating schema by discussing students’ knowledge of topics (Farrell, 2005).

“Bottom-up” and “Top-down” strategies must be taught for EFL/ESL students to become proficient readers (Carrell, Pharis, & Liberto, 1989; Palinesar & Brown, 1989). While bottom-up deals with letters and words to extract meaning from the text, the top-down processes deal with prior knowledge, experiences, and various other strategies such as inference and prediction. Readers whose L-1 orthographies are different than English (ex: Chinese, Hebrew, Arabic, Japanese) face more problems than other ESL learners because they need to attain L-2 word recognition before they can get skills to process texts. L-1to L-2 transfer of reading skills is more difficult when the writing systems are different (Birch, 2002; Koda, 1999, 2005).

Reading strategies can vary by culture (Snow,2007; Eisterhold,1990; Samadani,2009). Most Jordanian EFL teachers spend most of their classroom teaching time practicing the skill of “silent reading” and comprehension questions (Ismail, 2005).This is what teachers often find on most school exams. Often Jordanian

students are afraid of asking questions and hate reading anything outside of their textbooks. “Narrow reading” is one strategy that focuses on one author, genre, or topic. That is what makes it narrow compared to broad or many topics. It has proven to be quite effective for ESL students (Krashen, 1996; Rodrigo and Krashen, 1996). “Deep reading” is another strategy that gives intense practice with syntax and vocabulary used in various topics. “Subtechnical” vocabulary that relates to the specific field or subject is provided to students to dig deeper into the topic (Cowan, 1974).

Researchers have been studying the relationship between reading and writing for years (Atwell, 1981; Pressley, 2000; Micek, 1994). Most Jordanian students do not read or write English texts beyond the exception of their textbooks. The English Communication Skills (101 & 102) books at Jordan University were designed and written with the specific goal of enabling students at university level to use English effectively for the purpose of communication. Different genres were chosen for the reading comprehension passages. A specific grammar point, a speaking activity, and a writing prompt were also included in each unit. Even though the book states that the grammar, speaking, and writing should be “taken as seriously” as the reading, they are not (Asfour et al, 1999). The students are expected to be “thoroughly” trained in writing, yet no exercises in writing are given except for an activity in commas and semi-colons in one of the books. Writing is taught in isolation as skills or as a random topic.

Researchers have determined that correlations between the two skills definitely exist and that treatments or behaviors of one skill produce effects on the other skill (Raimes, 1991). Researchers offer various explanations for these connections

(Reid, 1988). Reading and writing are now taught together in most educational institutions. Reading can be used as a prewriting stage in which one can formulate new ideas. Activities involving vocabulary, maps, games, and comprehension exercises are all innovative strategies that are used in classrooms teaching English skills. Barras (1996) stated that writing helps students think and communicate more effectively.

Unfortunately, little research has been done on students taking English as Second Language (ESL). One thing that is known is that Jordanian foreign language learners suffer from weaknesses in writing despite the efforts of the Jordanian educationalists to overcome this weakness (Toubat, 2003). Abbad (1988) stated that Yemeni learners of English, and he states that "in spite of the low proficiency level in English of most applicants, the students are accepted into the English department." In most of the Arab universities, high school graduates are still accepted to pursue a program, such as English Studies, in spite of their weaknesses in that language. Most Arab students find it difficult to communicate freely in English. When researchers worked with Chinese and Japanese students studying in American universities, they found that reading and writing were related but the strength and nature of the relationship was different for each group because of language or other background differences (Carson, Carrell, Silberstein, Kroll, and Kuehn, 1990). The study also investigated the "intralingual input (from the students' first language) and interlingual input (from the students' second language)"(p.257).

Teachers and researchers have always agreed on a point about the reading-writing connection. Students who read well, write well. Extensive research has been done on this subject but only with native speakers in mind. Very little research has been done on English as a Second Language (ESL) reading/writing and how both

skills enhance each other. Micek (1994) used a term called “dedicated reading” which means small amounts of reading that are directly related to the writing topic. In his study, he discovered that students used reading to “fill in their gaps of knowledge” when writing. The constant implementation of the process approach to teaching ESL writing supports the separation of reading from writing in ESL classrooms (Leki, 1992). The process approach is invaluable but also takes away from the students’ finished written work. A study of advanced ESL writers states that writing is a “process of discovering meaning” for the students (Zamel, 1982). Students need ideas from teachers, texts, other students, and authentic materials in order to start the process of writing.

A study of unskilled ESL writers showed that for low English Proficiency (ELP) students, writing, “however recursive and retrospective,” generated new language skills (Raimes, 1985). Many scholars stated that current techniques for teaching EFL writing have negatively impacted on student’s improvement and have lead to a weakness. Students need to be given many and a variety opportunities to use their own creativity and ideas. Birch (2005), Byrd(2005), and Byrd & Reid, (1998) stated that grammar, reading comprehension, and vocabulary allows L2 writers to communicate appropriately and meaningfully.

Teachers give their students general topics to write about, basic writing instructions, and a short period of time to complete their tasks. Teachers automatically assume that the students have adequate vocabulary, background knowledge, and previous writing experience. The essays are usually timed leaving the ESL student with a frustrating experience as they attempt to process the topic, accumulate the appropriate vocabulary, organize the ideas, and put everything

together for a final written paper. They often do not have the self-awareness to make them empowered learners (Saqqa, 2006). In Jordanian universities, reading and writing are usually taught separately but within the same units. A reading passage is presented along with vocabulary and comprehension questions. Grammar and sometimes listening and speaking activities are then given. Finally, a writing topic, often unrelated to the reading passage, is given to culminate the unit. No prior skills or previous knowledge is depended upon or asked about.

This study investigated the effects of reading comprehension and pre-writing activities that include vocabulary, cognitive maps, brainstorming, grammar and punctuation exercises, and games with a student's writing proficiency. Can pre-writing activities and reading improve a student's writing skills? It is often said that the more exposure a student has with a certain topic, the better the student's writing will be.

Statement of Problem/ Study Questions

Proficiency in using the English language and computers is indeed becoming a global necessity for people to communicate and prosper. Without these skills, one will surely not succeed. "Language-minority students who cannot read and write proficiently in English cannot participate fully in American schools, workplaces, or society. They face limited job opportunities and earning power."(August, 2006, p.1) This quote applies to all countries. Most Jordanian students do not read or write any English texts beyond their classroom textbooks. They do not "enjoy" reading because of their strenuous schedules at school. Memorizing their Jordanian textbooks ruins the love of reading, which includes acquiring new knowledge, imagining, or being

transported to new realities (Saqqa, 2006). Reading is most frequently taught in isolation of writing. The problem that is addressed in this study is how teachers can use reading in their classrooms with the goal of improving their students' writing.. This study attempted to address the questions:

1) Are there any statistically significant effects (α=.05) of reading and pre-writing activities on university students' writing proficiencies?

2) Are there any statistically significant differences (α=.05) in the effect of reading and pre-writing activities on university students' writing proficiencies according to their Tawjihi (high school) English level (advanced, average, weak)?

Significance of the study

Due to fact that English has always been a global language and a prerequisite skill for higher education and advancement, more attention must be given to effective teaching strategies for non-English students. Reading and writing are definitely related, and good readers become good writers. Too many children are wasting their time watching television and playing video games instead of reading. This is blamed for the decline of writing proficiency. Abdel Haq (1982) states, "There are general outcries about the standards and continuous deterioration of the standards of English proficiency of students among teachers, university instructors and all those concerned with English language teaching."

The English Communication Skills (101 & 102) books at Jordan University were designed and written with the specific goal of enabling students at university level to use English effectively for the purpose of communication. Different genres were chosen for the reading comprehension passages. A specific grammar point, a

speaking activity, and a writing prompt were also included in each unit. Even though the book states that the grammar, speaking, and writing should be "taken as seriously" as the reading, they are not (Asfour et al, 1999). The students are expected to be "thoroughly" trained in writing, yet no exercises in writing are given except for an activity in commas and semi-colons in one of the books. Writing is taught in isolation as skills or as a random topic.

Once the research has determined which strategies produce the best outcomes, recommendations can be made to modify the Jordanian educational system to improve the teaching of communication skills such as reading, writing, listening, and speaking. Until now, university students throughout Jordan are taught these skills separately and very rarely are they correlated with each other. Theoretically, this study seeks to provide knowledge about how reading affects writing proficiency for non-native speakers of English (NNES). Practically, this study should have implications for effective and successful reading and pre-writing activities that can improve the writing proficiency of NNES's.

Definitions of Terms

Reading comprehension- the capacity to perceive and understand the meanings communicated by texts.

Writing- a purposeful act of communication that reflects students' ability to respond critically to the ideas of others, to present their ideas with clarity and coherence, and to make rhetorical choices about all elements of their writing in relation to the form, audience, and purpose for writing.

Writing proficiency- is determined by performance on and is measured by average scale scores on the International English Language Testing System (IELTS) writing exam. (Levels are weak, average, and advanced). Writing band descriptors ranging from 0-9 are used in four different categories (task achievement, coherence and cohesion, lexical resource, and grammatical range and accuracy) to measure proficiency.

Pre-writing activities- any activity that helps a writer think about a topic, determine a purpose, consider an audience, and prepare to write.

Dedicated reading- is when reading concerns the same subject matter as the writing prompt.

Limitations of the study:

1. This study was limited to a sample of Jordan University students in the scholastic year 2010/2011. All students participating in this study were taking English Communication Skills 102, which is an obligatory course for all students. All faculties in the university and first, second, third, fourth, and fifth year students were included in the study. Male and female students were included. Since lectures were held three times weekly for 50 minutes, holidays and exam sessions were not counted in the total number of lectures. The sample is representative of all Jordanian university students, and the study was limited to the skills of reading and writing only.

2. This study was limited to two general topics of Technology and Marriage for the reading/writing lessons. General topics such as technology and marriage were chosen so that all students despite their previous knowledge (schema) and experiences

could participate. Authentic low-intermediate level reading passages were chosen from ESL teaching websites in order to assure fairness for all proficiency levels when dealing with vocabulary, topics, and activities. Minimal prior knowledge was needed to participate and succeed in classroom activities and discussions.

3. Another limitation was student absence. The only students that participated in the research sample were the students that attended both pre tests, both post tests, and did all the reading and activities used in the treatment over the semester. Any student that didn't fulfill the attendance requirements was not included in the research sample.

Chapter Two

Review of Related Literature

"Writing is an important communicative language skill. It is an activity that requires a mental effort to 'think out' the sentences and the ways of joining them to be meaningful and communicative. It should not be learned in isolation from reading, speaking, and listening." (Al-Abed Al-Haq,F. and Al-Sobh, M.,2010. p. 189). The correlation between reading and writing is clear, but the strategies and skills needed are still under debate by many scholars.

Review of related literature concerning reading and writing correlations

Ledford (1984) studied 50 sixth graders from an independent school district in Northeast Texas and found statistically significant relationships between a student's use of "adjectives, adverbs, lexical cohesion, mechanics, and a total number of words" and reading achievement. Reading correlates and predicts writing achievement as Hartman's (1984) study of 116 ninth graders in Connecticut showed. Students were put into high and low reading groups after taking proficiency tests. Their writing was assessed on ten writing measures: five quantitative areas and five qualitative areas. She found relationships between reading scores and seven writing variables for the entire group, between reading scores and five writing variables for the advanced group, and between reading scores and two writing variables for the low group. Genre-based reading allows L2 learners to analyze academic discourse while

reading and produce writing that is appropriate to academic assignments and professional genres (Christie, 1998; Cope & Kalantziz, 1993, 2000; Martin, 1992).

Taylor (1981) studied 78 community college students enrolled in a composition course and found significant correlations between their reading comprehension scores (as measured by the Nelson-Denny Reading Test) and their final course grades. Shanahan (1984) compared 256 second graders and 251 fifth graders and found that reading and writing were significantly related in both grades. He did recommend that the distinctive aspects of both skills be taught and recognized separately even though teaching them together could be useful.

Eckhoff (1983) conducted a study on second graders using two types of basal readers and separating the students into two groups. Group one was given basal readers that were written in a complicated literary style. The second group was given basal readers that were a simplified version of the first. The results showed that the students in group one improved greatly in sentence structure, vocabulary, and complexity of sentences. Group two wrote with the simplified form of typical basal readers. They made more structural mistakes wrote more simple sentences than group one. In another study, Eckhoff (1985) studied two groups of second, third, and fourth grade students. One group used basic basal readers, and the second group used a more complex textbook with contemporary literature passages. The results were similar to her first study with group one writing more simplified essays than group two. Group two used more detailed sentences and more extensive vocabulary related to their reading texts than group one.

Glazer (1973) studied the correlation between children's ability to write stories and "good literature." Fourth and sixth grade students were divided into three groups: one control group that had no literature program; one experimental group that listened to books aloud; and another experimental group that listened to the same books and participated in extensive discussions about various themes and elements of the stories. The researcher found that the students who listened to the books and participated in discussions had significant better writing scores than the other two groups. She said that the fourth graders had more improvement than the sixth graders for three main reasons: They were in a "more formative state" as writers, more open to ideas, and read more books. Therefore, they participated in more discussions that benefitted their final writing.

Heys (1962) conducted an extensive study on two groups of students in grades 9-12. One class wrote a theme a week that was rigorously corrected by the teacher. The second group selected their own reading material and wrote a theme every three weeks. Heys stated that the second group had "consistently better results" based on the STEP writing test that is based on content, argument, diction, mechanics, and rhetoric (p. 322). Christiansen (1965) conducted a study on 74 freshman English students. The experimental group tried to improve their writing by writing twenty-four themes without any extra reading material. The control group had to write eight themes after reading books of their choice. Both groups had a significant improvement in their writing between the first and last themes. There was no difference between the two groups due to the reading. On the other hand, Devries (1970) conducted research on 24 fifth graders divided into two groups. The experimental group wrote two essays a week without any reading. The control group

did extensive reading without the pressure of constant writing. After a nine-week period, the students were expected to write an essay. The control group "surpassed those in the experimental group in all the aspects of writing proficiency (content, mechanics, organization, grammar, and sentence structure)" (p. 15).

Review of related literature concerning reading and writing in ESL classrooms

In his study, Micek (1994) used a term called "dedicated reading" which means small amounts of reading directly related to the writing topic. He stated that the reading should be at a certain level that the students could understand without difficulty and that they should be given enough time to read and digest the reading before they had to incorporate it into their writing. The topics should also be familiar to them. Seventeen undergraduate EFL students were enrolled in a reading/writing course at a large Midwestern American university. The students were given two pre test writing prompts. The experimental group was given many reading passages over a period of two semesters. The same writing prompts were given at the end of the second semester as post tests. The study revealed that students used reading to "fill in their gaps of knowledge" when writing. Writing improved in the experimental group due to the dedicated reading.

Loban (1963) researched 338 children from kindergarten to grade 6. He concluded that "those who read well, write well." After summarizing 89 studies done on the reading- writing correlation, Hammil and McNutt (1980) discovered a "very strong" relationship between reading and writing. Mechanics and spelling were the

only two areas that had a significant improvement. Spack (1985) also noticed "an extraordinary growth" in vocabulary in writing as a result of reading.

Costello (1990) found literature to be "an invaluable adjunct" to ESL compositions. She stated that "as reading comprehension improves, so does mastery of grammar, rhetoric, and Western culture" (p. 22). Another study by Burton (1985) studied how improvements in writing occurred. He studied the literary experiences of third and fourth grade ESL students. He concluded that they used literature as a "source of ideas; and that it "competed against as well as worked with" their life experiences.

Austin (1983) conducted studies on two classes of ESL freshman community college students. In the experimental group, students were expected to read, write, and then analyze their own writing. The control group was required to read and then write. Both groups were given writing pre tests and writing post tests. The control group did not have any significant improvements on their post tests. The experimental group had significant improvements on their writing post tests. Austin stated that the ability to analyze their own writing helped the students write more developed essays.

Johnson (1991) investigated the relationship between reading and pre writing activities and writing performance in ten NNS's of English enrolled in a university developmental English course. The students' levels ranged from 500-525 on their TOEFL scores. She made the students write seven compositions over the fifteen-week semester. The students read extensively, analyzed the concepts in the reading passages, studied various writing techniques, and completed exercises to improve their writing. Two students used vocabulary from the reading passages. Two other students used learned writing techniques, while one student said that vocabulary from

the passage "interfered" with the writing process. She concluded that the reading passages improved the students' writing, but because she didn't have a control group, she couldn't conclude that her treatment was responsible for the improvements in the students' writing.

Tudor and Hafiz (1989) conducted one of the few studies on ESL students in England. They compared 16 ESL Pakistani fifth grade students with two other comparable classes in another school. The control groups received no treatment except for pre and post writing tests. The experimental group participated in an after-school reading program for twelve weeks. Students were able to choose their books, and they read strictly for pleasure. The experimental group showed significant improvement between the writing pre tests and the post tests. The control group made some basic improvements, but none were significant. Vocabulary range, number of words, and accuracy of expression were evaluated. The researchers found the most improvement in expression. Within this category grammar, spelling and lexis were analyzed. There was also a significant increase in word count and length due to reading. As for vocabulary, the experimental group used more words that were related to the reading texts. The researchers concluded that group two benefited from the books because a model of targeted language was given. They also stated that reading exposure accompanied by motivation ensured improvement on the students' writing.

Campbell (1990) researched NS and NNS students' use of background reading in their academic writing. The sample was from standard NS and standard ESL composition classes at UCLA. They were divided into three groups of 10 each ("less proficient" NNS's, "more proficient" NNS's, and "standard level" NS's).They were given a text to read and then asked to write a summary. All three groups used

information from the text in their essays, the NNS groups used significantly more than the NS group. Campbell concluded that the NNS relied more on the reading text because they lacked background knowledge. She said that the reading helped them to “develop confidence” in their own language and ideas.

Zamel (1982)stated that less proficient writers “need to be taught how to make use of prewriting strategies or invention techniques” . Carson, Carrell, Silberstein, Kroll, and Kuehn (1990) studied a group of Chinese and Japanese students enrolled in American universities. The sample group consisted of 57 native speakers of Japanese and 48 native speakers of Chinese. The findings showed that reading and writing “are related” but how powerful and what the exact relationship was were different because of the students’ schemata and language differences. It also dealt with intralingual input and interlingual transfer when writing. Many studies prove that the amount of free reading that a student does increases foreign/second language competency. This includes writing skills.(Lee, Krashen, and Gribbons, 1996; Stokes, Krashen and Kartchner, 1998; Constantino, S.Y. Lee, K.S. Cho and Krashen, 1997; S.Y. Lee, 2001). Elley and Mangubhai (1983) stated that L2 composition was much better when the children were pre-reading for pleasure.

Unlike the “artificial and constrained settings utilized in quantitative research that influence behavior” (Marshall & Rossman, 1989), a study by (Ghonaim, 2005) focused on student attitudes toward authentic reading activities in an EFL writing classroom. The students recently arrived to America and had to take a mandatory university English writing class. The sample consisted of eight students from countries such as Malaysia, Japan, South Korea, and China. Instruction was based on the thinking-writing process and emphasized the reading-writing connection. The

instructor also provided models of reading texts, engaged students in analyzing and editing class papers, enabled group discussions and peer reviews, and taught writing for specific audiences. The course depended on giving students opportunities to read from different topics. Students were required to complete assigned readings before each class met, to write five papers in five different modes using drafts and to post them on the "WebCT" online bulletin board. Each student was required to read and respond to other students' papers on the online bulletin board. Students developed their writing tremendously through the innovative reading strategies.

(Lee & Muncie, 2006) of 48 secondary school multi-L1 intermediate ESL learners in Greater Vancouver showed that by using a constant 1,000-2,000 word level vocabulary, the higher level target vocabulary improved in post reading compositions. Specific vocabulary instruction which is a method of scaffolding increased the learners' use of target vocabulary, and improved writing.

Janapoulos (1986) conducted a research study that consisted of 79 university students at Ohio State University. They spoke several languages that included Korean, Chinese, Indian, other Asian languages, Spanish, French, German, Arabic, Farsi, Hebrew, and Turkish. All students were required to submit a writing sample before the semester started. At the beginning of the semester, students filled out questionnaires about pleasure reading in their native language and in English. Pleasure reading was defined with the same guidelines as SSR by McCracken(1971). The results of the study which consisted of the writing samples and the questionnaires were that a significant positive correlation was found on the students' writing proficiencies due to pleasure reading.

Review of Related Literature concerning techniques for teaching reading and writing

Everett and Everett (2005) developed the CAP approach which is a flexible way of teaching writing which is built on three main components—community, apprenticeship, and process. These components can be brought together to make the reading/writing experience authentic and meaningful for all ages and abilities. As (Culham, 2003) states, all the processes of writing, grammar, and punctuation are ineffective without content knowledge. Authentic reading encourages students to write texts using meaningful contexts. “Content knowledge must have its context,” said Fried, (1995) in his book The Passionate Teacher. Bossone and Troyka (1976) studied the effects of a remedial English course that integrated reading and writing of 2,066 students in 18 New York High Schools and 5 Colleges. Teacher Activity Packets (TAP’s) were used as part of the curriculum and made sure the writing skills were reinforcing the reading activities. The majority of teachers rated the TAP’s as excellent and successful.

Eisterhold (1990) noted that most research is based on the fact that a schemata and oral language system exists. Larsen-Freeman (1985) wrote that in order for a student to learn, the language skills learned must come from a learner-centered approach not a teacher-centered. Teachers need to act as facilitators to making reading and writing fun and interactive. Chamot and O’Malley (1994) stated that reading comprehension is composed of top-down and bottom-up processing. In addition to that, if writing is going to be used as a productive skill, the student should be able to create something new out of stored pieces of information.(Blanchard,

Mason, and Daniel, 1988). Semantic mapping and brainstorming are examples of innovative strategies to improve writing (Darayseh, 2003).

Krashen (2005) stated that recreational/voluntary reading showed better development in reading, writing, grammar, and vocabulary. In an unpublished dissertation by (Saqqa,2006), reading comprehension and writing were studied. Computer assisted semantic mapping and brainstorming strategies were specifically researched and how they affect writing proficiency. 103 tenth grade female students participated. Barbara (1996) and Saqqa (2006) emphasized brainstorming as a non-threatening technique for students when learning how to express their ideas in written form. Marier (2000) and Saqqa (2006) concentrated on semantic/concept mapping as a technique to visually display and organize a student's background knowledge.

The Executive Summary for Developing Literacy in Second-Language Learners (August, 2006) stated that word-level skills are taught well enough to achieve proficiency but text-level skills such as reading and writing are not. This is due to the lack of oral language proficiency. Eisterhold (1990) stated that the reason native speakers succeed in reading/writing is because of a "relatively fully developed" oral language system. SL learners do not have this oral language system so therefore, a teacher must develop new innovative strategies.

A study in Puerto Rico researched specific reading strategies in an ESL classroom that enhanced comprehension. Thirty-four students from twelve different schools participated. Results showed that comprehension strategies were effective in the reading process and were directly related to writing success (Hernandez-Laboy, 2009). Another study in Saudi Arabia by (Alsamadani, 2009) insisted on increasing the efficiency of reading strategies when planning the curriculum. Schemata,

enthusiasm, time on task, purpose for reading, and vocabulary were important parts of the reading activities/strategies that proved successful in the EFL classroom. Hinkel (2006) stated that all teachers should teach multiple language skills (reading, writing, and vocabulary) for maximum success. Larsen-Freeman (2000) said that teachers should practice “principled eclecticism” and use their own teaching methods “by blending aspects of others” into their daily lessons (p.183).

Review of Related literature contradicting the reading/writing correlation

Krashen (1984) stated that there is little evidence to support the relationship between pleasure reading and second language (SL) writing proficiency. Mason (2002) completed a study on Japanese EFL students who were participating in an extensive reading program for 3 semesters. The first group wrote summaries in Japanese of what they read in English. The second group wrote summaries in English, and the third group wrote summaries in English that were corrected, revised, and rewritten. There were no significant gains in English among the groups. The group that wrote their summaries in Japanese was the most efficient.

Michener (1985) conducted a study on the effects of reading aloud on the writing of 47 third graders from low and middle socioeconomic backgrounds. In the experimental groups, teachers read books aloud to the students for fifteen minutes daily for twelve weeks. Teachers in the control group did not use any oral reading in their classes. After the twelve weeks, writing samples of all the students were collected. No significant effects were found in either group. Belanger (1978) had a similar study with eight classes of eighth and ninth grade students. In his study, the experimental group was given a reading treatment while the control group was not.

Belanger found that a normal increase in reading skills resulted in an increase in writing skills. Significant differences were actually in favor of the control group. He didn't give any reasons for his results.

Conclusion

For many years, researchers have been studying the reading/writing correlation in native speaking English students (NSE's). Very little research has been done for non-native speaking English speakers (NNSE's). As a result, a huge gap in our educational knowledge exists about the relationship between reading and writing. Specific techniques such as using reading as a pre-writing exercise have proved to be effective in improving writing proficiency. Krashen (1984) developed the competence/performance theory to explain this relationship. A student will only be competent in writing when he/she is self-motivated to read in large amounts for interest or pleasure. As stated before in several research studies, extensive reading results in writing proficiency. In the University of Jordan, writing skills among students are weak and neglected. If teachers listen to all the research, why aren't reading and pre-writing activities used to improve the writing proficiency/skills of our students? The correlation needs to be proven and applied for the greatest benefits.

Chapter Three
Methods/Procedures

Introduction

This study investigated the effect of reading and pre-writing activities on the writing proficiencies of Jordan University students. This chapter presents the method and procedures of the study: the subjects participating in this study, the instruments, the instructional materials used in this study, and the procedures of conducting this study.

Participants in the study

The population of the study consisted of Jordan University students. The sample was comprised of 121 students (3 sections of 30 and one section of 31) of various faculties (scientific and arts) throughout the university. The sample consisted of 45 male students and 76 female students. All students studied English Communication Skills 102, and all sections were conducted in the scientific complex. Registration is done randomly by the students. They register for the time and location that is convenient to their schedule. Instructors' names, fellow classmates, English proficiency levels of the students, and class averages are completely random and are not known until lectures begin.

All sections were purposefully selected from the researcher's lectures for convenience. Only students that completed the pre-tests, post-tests, reading and pre-

writing activities were chosen for the study. The chosen students were divided into one experimental group(2 English 102 sections) and one control group (2 English 102 sections). The levels used in the study were based on the students' Tawjihi (high school) English scores. These scores were used with the assumption of a general English proficiency since reading and writing are included on the exam. Scores from 90-100 were categorized as advanced, from 80-89 were categorized as average, and below 80 were categorized as weak. Group 1 (control group) consisted of 19 weak students, 24 average students, and 15 advanced students. There were 22 male students and 36 female students for a total of 58 students in the control group. Group 2(experimental group) consisted of 13 weak students, 27 average students, and 23 advanced students. There were 23 male students and 40 female students for a total of 63 students in the experimental group. The total number of students in the study was 121 participating students. Table (1**)** shows the distribution of the participants according to their Tawjihi (high school) English scores.

Table 1:Distribution of participants according to Tawjihi (high school) English scores

		Group		Total
		Control (Group 1)	**Experimental (Group 2)**	
Tawjihi English average	Below 80	Males- 7	Males- 5	Males- 12
		Females- 12	Females- 8	Females- 20
		Total- 19	Total- 13	Total- 32
	80-90	Males- 10	Males- 11	Males- 21
		Females- 14	Females- 16	Females- 30
		Total- 24	Total- 27	Total- 51
	91-100	Males- 5	Males- 7	Males- 12
		Females- 10	Females- 16	Females- 26
		Total- 15	Total- 23	Total- 38
Total		58	63	121

Research Instruments

A writing pre-test and a writing post-test were used. The first writing prompt was "Describe your perfect spouse, and how would you meet?" The second prompt was "How important is technology in your life? Give reasons and examples to support your answer." Each essay had to be at least 200 words, and the students were given 45 minutes to complete the task. The same writing prompts were given for the pre and post tests. Various related reading materials and activities were developed and used in lectures during the time period between the two tests in the experimental group. Reading comprehension passages included authentic reading passages on marriage and technology. Both subjects were covered in their university communication skills

102 books. Surveys, blogs, magazine articles, poems, and interviews were included. Pre-writing activities that were given in the lectures included lessons on transition signals, comma/punctuation usage, capitalization, and basic paragraphing skills. General topics for the reading/writing research were selected in order to ensure fairness for all students. The reading comprehension passages were chosen according to their difficulty level (vocabulary usage, generalized topic, and comprehension level). All reading passages were directly related to the themes that were covered in their required English 102 units. Activities were arranged according to each reading topic. The writing pre and post tests were evaluated quantitatively by 2 ESL writing specialists and the researcher using the International English Language Testing System (IELTS) guidelines. Levels were determined by the students' Tawjihi (high school) English grades(advanced, average, and basic levels). Overall quality was reviewed qualitatively by the researcher according to coherence and cohesion, vocabulary usage, lexical resource, and task response.

Explanation of writing rubric

The International English Language Testing System (IELTS) was chosen as the rubric to determine writing proficiency. IELTS is an international exam that tests English proficiency. It has nine bands (levels) and four categories to analyze. Nine (9) is the highest a student can obtain while zero (0) is the lowest. The IELTS and TOEFL exams are the most commonly used exams in Jordan for English proficiency. The first area of evaluation is task response. This area should answer the question "How well does the student answer the question?" The student must answer all parts of the writing task, present a clear position, extend and support main ideas, and use a

sufficient number of words. The second area of evaluation is coherence and cohesion. This area should answer the question "How well does the writing link together?" Paragraphs need to have a clear, central topic and be used logically. There needs to be a clear progression of ideas throughout the essay. Cohesive devices need to be used efficiently so as to link parts of the sentences and paragraphs together, and correct punctuation should also be used. The third area of evaluation is lexical resource. This part should answer the question "How good is the vocabulary used in the writing?" The paragraph should have a sufficient range of vocabulary that may or may not come from the previous reading passages. Words should not be repeated too often. Spelling and word families are important as well as collocation. Proper word combinations are expected. The last area of evaluation is grammatical range and accuracy. This section should answer the question "How well is grammar used in the writing?" It consists of error- free sentences, complex structures, tenses, and a combination of organization and simple grammar rules. The writing rubric was slightly adapted in the sense that some of the skills on the writing band were not covered in the lectures. Therefore, the points that were not taught were not included in the assessment. Every category on the rubric was covered in the reading and pre-writing activities that were administered to the experimental group.

Validity

Content Validity is defined by many scholars as "the extent to which a test adequately represents the subject-matter content or behavior to be measured." (www.education.com). The research tools (reading passages, grammar, punctuation exercises, and pre/post test topics were evaluated by 7 experts in the field of teaching

English as a Second Language (University professors, ESL specialists, and native English speaking teachers). All experts were asked to evaluate the tools and make comments/suggestions/criticisms on any pertinent items. The researcher considered the feedback from the experts and made suggested changes and adaptations to the tools. Validity of the rubric and grading of the pre and post tests was done by two ESL specialists that are also certified in evaluating writing using the IELTS rubric.

Reliability

Reliability is "the consistency of your measurement, or the degree to which an instrument measures the same way each time it is used under the same condition with the same subjects." (www.education.com). The reliability of the writing topics and how they were evaluated was done using a pilot study on 25 English 102 students outside of the research sample. The students were of similar faculties, male and female, and taking their lecture in the scientific complex. The sample was purposefully chosen because it represented the research groups and was convenient to the researcher. The writing pre tests with the same prompts that were intended for the research study were administered to the students in the first week of the semester. The first writing prompt was "Describe your perfect spouse, and how would you meet?" The second prompt was "How important is technology in your life? Give reasons and examples to support your answer." Each essay had to be at least 200 words, and the students were given 45 minutes to complete the task. Two weeks later, the writing post tests on the same topics were administered to the same students again. A correlation study using the pre test/ post test method was done with an 86% reliability

result. Table (2) shows the results of the test/ retest reliability for the sub skills and the total skill.

Table 2:Test/ retest reliability for sub skills and the total skill

	Correlation
Skill	
task achievement	0.85
coherence cohesion	0.89
lexical resource	0.80
Grammatical range and accuracy	0.92
Total	0.86

Procedures:

1. The students were divided into 2 groups (control and experimental). Each group was comprised of 2 sections for a total of 4 sections used in the study. Both groups consisted of English Communication Skills 102 students taking lectures in the scientific complex of Jordan University. The male and female student ratios were equal in the experimental and control groups. One group was used as the experimental group in which reading comprehension and pre-writing activities were used between the writing pre test and post test. The second group was the control group in which no extra reading comprehension and pre-writing activities were used between the writing pre test and post test. Both groups were taking the traditional 6 units that were required in English Communication Skills 102 at the University of Jordan. These 6 units consisted of a reading passage, comprehension questions, grammar exercises, vocabulary exercises, and a listening and speaking activity. A short writing

prompt was included at the end of the unit for the control group. Students were asked to complete forms that consisted of basic information including names, student numbers, Tawjihi (high school) scores, faculties, and year of university study in order for researcher to divide them into levels and complete the data.

2. At the beginning of the semester, a pre-writing assignment was given to the students in both groups on the topic of "Technology." They were given 45 minutes to complete the assignment and the maximum number of words was 200. Papers were collected, evaluated by 2 ESL specialists and the researcher using the IELTS writing rubric, and filed under each group/ level.

3. As the semester progressed, another pre-writing assignment with the topic of "Marriage" was given to both groups of students. Again, they were given 45 minutes to complete the assignment. Papers were collected, evaluated by 2 ESL specialists and the researcher using the IELTS writing rubric, and filed under each group/level.

4. During the semester, reading comprehension and various pre-writing activities such as surveys, blogs, magazine articles, poems, and interviews were included. Pre-writing activities that were given in the lectures included lessons on transition signals (time and order), comma/punctuation usage, capitalization, and basic paragraphing skills. All activities and reading passages were introduced, discussed, and worked on independently at home by the students. All answers were discussed thoroughly at the beginning of the following lecture. These extra related reading passages and pre-writing activities were only used in the experimental groups. The entire semester was spent covering these themes during their 45 minute/3 times weekly lectures. (Approximately three and a half months) General topics such as technology and marriage were chosen so that all students despite their previous knowledge(schema)

and experiences could participate. Authentic low-intermediate level reading passages were chosen from ESL teaching websites in order to assure fairness for all proficiency levels when dealing with vocabulary, topics, and activities. Minimal prior knowledge was needed to participate and succeed in classroom activities and discussions.

5. At the end of the semester, during two separate lectures, a post-test on the same writing topics was given to both groups. The same time limit of 45 minutes was given for each topic. The students were told of the writing exams ahead of time, but they didn't know that the same topics would be given. The reason that students were informed of the writing exam was to ensure maximum attendance. Papers on each topic were collected, evaluated by 2 ESL specialists and the researcher using the IELTS writing rubric, and filed under each group/level to be compared/ contrasted/ analyzed at a later date.

6. The pre and post tests were evaluated quantitatively by 2 ESL writing specialists for overall quality according to the International English Language Testing System (IELTS) guidelines.

Statistical Analysis:

The researcher used two-way ANCOVA to answer the first question "Are there any significant effects (α=.05) of reading and pre-writing activities on university students' writing proficiencies?"

The researcher used two-way ANCOVA for the total score and MANCOVA to answer questions about the writing sub skills for the second research question "Are

there any significant differences (α=.05) in the effect of reading and pre-writing activities on university students' writing proficiencies according to their Tawjihi (high school) English levels (advanced, average, weak)?"

Chapter Four

Findings

This chapter presents the results of the current research for each of the research questions. It illustrates the data which the researcher collected in an attempt to answer the research questions. In order to answer the first question, means and standard deviations were calculated by group and Tawjihi (high school) English levels. Table (3) shows the results of the means and standard deviations of the writing proficiencies for university students in the control and experimental groups.

Table 3: Means and standard deviations of the writing proficiencies for university students in the control and experimental groups.

		Control				Experimental			
		Tawjihi English Level				Tawjihi English Level			
		<= 80	81 -	91+	Total	<= 80	81 -	91+	Total
Pretask achievement	Mean	5.79	11.29	12.20	9.72	8.23	9.78	11.09	9.94
	Std	4.565	3.747	4.246	4.948	3.419	2.423	2.255	2.764
Precoherence /cohesion	Mean	4.68	10.38	11.40	8.78	7.23	8.74	10.26	8.98
	Std	4.230	3.954	4.517	5.044	3.395	2.956	2.340	3.019
Prelexical resource	Mean	4.11	9.13	10.47	7.83	6.23	8.11	9.43	8.21
	Std	3.680	3.949	4.373	4.736	3.166	2.607	2.626	2.936
Pre grammatical range/accuracy	Mean	4.00	8.92	10.27	7.66	6.23	7.63	9.30	7.95
	Std	3.712	3.955	4.200	4.681	3.004	2.372	2.687	2.831
Pre-total	Mean	18.58	39.71	44.33	33.98	27.92	34.26	40.09	35.08
	Std	16.081	15.426	17.195	19.271	12.861	10.064	9.620	11.298
Post-task achievement	Mean	8.11	12.75	14.40	11.66	12.08	14.37	15.22	14.21
	Std	3.247	3.492	2.667	4.085	3.752	2.720	1.380	2.801
Post coherence/ cohesion	Mean	7.00	11.88	13.60	10.72	11.08	13.67	14.65	13.49
	Std	3.091	3.579	2.923	4.200	3.616	2.801	1.584	2.906
Post-lexical resource	Mean	6.37	11.13	12.80	10.00	10.31	12.89	14.09	12.79
	Std	2.852	3.710	3.028	4.168	3.545	2.860	1.703	2.968
Post Grammatical range/accuracy	Mean	6.00	10.33	11.87	9.31	9.31	12.00	13.17	11.87
	Std	2.809	3.510	2.997	3.935	3.449	2.987	1.557	2.986
Post-total	Mean	27.47	46.08	52.67	41.69	42.77	52.93	57.13	52.37
	Std	11.867	14.139	11.462	16.267	14.278	11.218	5.888	11.506

As a general overview, Table (3) shows that the mean for the control group pre-test writing scores total (33.98) and standard deviation (19.27) were similar to the mean for the experimental group pre-test writing scores total (35.08) and standard deviation (11.298). The control group’s post-tests had a total mean (41.69) and a standard deviation (16.26). The experimental group’s post-tests had a total mean (52.37) and a standard deviation (11.50). The difference between control group’s pre and post test total means was 7.71. The difference between the experimental group’s pre and post test total means was 17.29.

Results to question number one

"Are there any significant effects (α=.05) of reading and pre-writing activities on university students' writing proficiencies?" To test the observed difference ANCOVA was used.

Total Score.

Two way ANCOVA was used to answer this question. Table (4) shows the results of the effects of reading and pre-writing activities on university students' writing proficiencies.

Table 4: ANCOVA results for the effects of reading and pre-writing activities on university students' writing proficiencies

Dependent Variable: post_total

Source	Type III Sum of Squares	Df	Mean Square	F	Sig
pre_total	8,947.957	1	8,947.957	156.820	0.000
Group	2,261.048	1	2,261.048	39.627	0.000
Level	741.294	2	370.647	6.496	0.002
group * Level	53.104	2	26.552	0.465	0.629
Error	6,504.714	114	57.059		
Total	296,849.000	121			
Corrected Total	26,732.562	120			

The results in Table (4) showed that there was a statistically significant (α=.05) effect of reading and pre-writing activities on university students' writing proficiencies (F=39.627, P=0.00). Table (5) shows the adjusted means and standard errors for the control and experimental groups.

Table 5: Adjusted Means of the total score of university students' writing proficiencies

Group	Mean	Std. Error
Control	42.301	1.010
Experimental	51.245	.999

The results in Table (5) showed that the adjusted mean of the experimental group (51.245) was higher than the adjusted mean of the control group (42.301)

Sub-skills

Two way MANCOVA was used to test the effect of reading and pre writing activities on the writing proficiencies sub skills, Table (6) shows the results.

Table 6: MANCOVA results for the effect of reading and pre writing activities on sub skills

Effect	Wilks' Lambda	F	Sig.
Pre-taskachievement	0.936	1.844	0.126
Pre-coherence/cohsion	0.931	1.995	0.100
Pre-lexicalresource	0.935	1.875	0.120
Pre-Grammaticalrange/accuracy	0.990	0.268	0.898
Group	0.731	9.958	0.000
Level	0.875	1.860	0.068
group * Level	0.921	1.137	0.340

The results of Table (6) showed a statistically significant effect of reading and pre writing activities on the sub skills (F= 9.958, P=0.00). Table (7) shows which sub skill was affected by the reading and pre writing activities and two-way ANCOVA was used.

Table 7:ANCOVA results for the effects of reading and pre-writing activities on university students' writing proficiencies sub skills

Dependent Variable	Source	TypeSum of square	df	MeanSquare	F	Sig.(p)
post-task achievement	Pre-taskachievement	15.440	1	15.440	4.460	0.037
	Pre-coherence/cohesion	0.315	1	0.315	0.091	0.764
	Pre-lexicalresource	11.963	1	11.963	3.455	0.066
	PreGrammaticalrange/accuracy	2.689	1	2.689	0.777	0.380
	Group	129.841	1	129.841	37.504	0.000
	Level	33.629	2	16.814	4.857	0.010
	group * Level	4.931	2	2.465	0.712	0.493
	Error	384.292	111	3.462		
	Corrected Total	1,633.967	120			
Post-coherence/ cohesion	Pre-taskachievement	13.080	1	13.080	3.413	0.067
	Pre-coherence/cohesion	1.838	1	1.838	0.480	0.490
	Pre-lexicalresource	16.713	1	16.713	4.361	0.039
	PreGrammaticalrange/accuracy	1.647	1	1.647	0.430	0.514
	Group	149.689	1	149.689	39.055	0.000
	Level	52.251	2	26.125	6.816	0.002
	group * Level	3.981	2	1.991	0.519	0.596
	Error	425.441	111	3.833		
	Corrected Total	1,760.694	120			
Post-lexical resource	Pre-taskachievement	13.566	1	13.566	3.417	0.067
	Pre-coherence/cohesion	6.190	1	6.190	1.559	0.214
	Pre-lexicalresource	26.267	1	26.267	6.615	0.011
	PreGrammaticalrange/accuracy	1.765	1	1.765	0.445	0.506
	Group	150.793	1	150.793	37.977	0.000
	Level	52.687	2	26.344	6.635	0.002
	group * Level	1.459	2	0.729	0.184	0.832
	Error	440.737	111	3.971		
	Corrected Total	1,772.000	120			
Post-Grammatical	Pre-taskachievement	5.861	1	5.861	1.565	0.214
	Pre-coherence/cohesion	0.296	1	0.296	0.079	0.779
	Pre-lexicalresource	20.015	1	20.015	5.344	0.023
	PreGrammaticalrange/accuracy	2.156	1	2.156	0.576	0.450
	Group	122.978	1	122.978	32.836	0.000
	Level	41.554	2	20.777	5.548	0.005
	group * Level	1.269	2	0.634	0.169	0.844
	Error	415.714	111	3.745		
	Corrected Total	1,633.719	120			

Table (7) shows the results of ANCOVA to test the effects of the reading and pre writing activities on university students' writing proficiencies. The writing sub skills were examined, and the results showed a statistically significant effect of the reading pre writing activities on the university students' writing proficiencies the F-value and the p-value for

the task achievement had a (F= 37.504, P=0.000), coherence and cohesion had a (F=39.055, P=0.000), lexical resource had a (F=37.9777, P=0.000), and the grammatical accuracy had a (F=32.836, P=0.000). All sub skills were significant and in favor of the experimental group. Table (8) shows the adjusted means for the sub skills.

Table 8: Adjusted Means and standard errors of sub skills university students' writing proficiencies for the control and experimental groups

Dependent variable	group	Mean	Standard error
Post task achievement	control	11.825	.249
	experimental	13.971	.246
Post coherence/cohesion	control	10.905	.262
	experimental	13.209	.259
Post lexical resource	control	10.187	.267
	Experimental	12.499	.264
Post grammatical range/accuracy	control	9.48	.259
	experimental	11.569	.256

The adjusted means of the reading and pre writing activities on the writing proficiency sub skills are as follows: task achievement in the experimental group was (13.971) and in the control group (11.825); Coherence/cohesion in the experimental group was (13.209) and in the control group(10. 905); lexical resource in the experimental group was (12.499) and in the control group (10.187); and grammatical range and accuracy in the experimental group (11.569) and in the control group (9.48).

Results of question number two

"Are there any statistically significant differences (α=.05) in the effect of reading and pre-writing activities on university students' writing proficiencies according to their Tawjihi (high school) English level (advanced, average, weak)?

Two-way ANCOVA was used for the total score and MANCOVA was used for the sub skills. Following are the results;

Total- Score

Two way ANCOVA was used to answer this question, table (9) shows the results.

Table 9: Effects of reading and pre-writing activities on university students' writing proficiencies according to Tawjihi(high school) English grades

Dependent Variable: post_total

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
pre_total	8,947.957	1	8,947.957	156.820	0.000
Group	2,261.048	1	2,261.048	39.627	0.000
Level	741.294	2	370.647	6.496	0.002
group * Level	53.104	2	26.552	0.465	0.629
Error	6,504.714	114	57.059		
Total	296,849.000	121			
Corrected Total	26,732.562	120			

Table (9) showed that there was no statistically significant difference (α=.05) due to the interaction of the reading and pre writing activities and the Tawjihi (high school) English levels (advanced, average, weak) (F=0.465, P=0.629). Table (10) shows the adjusted means of the sub-skills according to Tawjihi (high school) English levels.

Table 10: Adjusted means of the total score according to the Tawjihi (high school) English levels

Dependent Variable: post_total

Group	Tawjihi English Level							
	<= 80		81 - 90.		91+		Total	
	Mean	Std.Error	Mean	Std.Error	Mean	Std.Error	Mean	Std.Error
Control	37.921	1.923	42.712	1.565	46.271	2.016	42.301	1.010
Experimental	47.106	2.123	53.119	1.454	53.512	1.601	51.245	0.999
Total	42.513	1.482	47.915	1.067	49.891	1.316	46.773	0.711

The results of Table (10) showed the adjusted means of each group based on their Tawjihi (high school) English levels. The advanced control group had a mean of 46.271 while the advanced experimental group had a mean of 53.512. The average control group had a mean of 42.712 while the average experimental group had a mean of 53.119. The weak control group had a mean of 37.921 while the weak experimental group had a mean of 47.106. The total means for the control group were 42.301, and the total means for the experimental group were 51.245. The differences between the control group and the experimental group are almost equal in the three English levels.

Sub-skills

Two way MANCOVA was used to test the effect of reading and pre writing activities on the writing proficiencies' sub skills, Table (11) shows the results.

Table 11: Effect of reading and pre writing activities on sub skills

Effect		Value	F	Sig.
Wilks' Lambda	Pre-taskachievement	0.936	1.844	0.126
	Pre-coherence/cohesion	0.931	1.995	0.100
	Pre-lexicalresource	0.935	1.875	0.120
	PreGrammaticalrange/accuracy	0.990	0.268	0.898
	Group	0.731	9.958	0.000
	Level	0.875	1.860	0.068
	group * Level	0.921	1.137	0.340

Table (11) showed that there was no statistically significant differences in the effect of reading and pre writing activities according to the Tawjihi (high school) English levels. The F-value was 1.137 and the P= .340. Table (12) shows the adjusted means and standard errors of sub skills university students' writing proficiencies for the interaction of the group and the Tawjihi(high school) English levels.

Table 12: Adjusted Means and standard errors of sub skills university students' writing proficiencies for the interaction of the group and the tawjihi English level

Dependent Variable	Group	Tawjihi English Level							
		<= 80		81 - 90.		91+		Total	
		Mean	Std.Error	Mean	Std.Error	Mean	Std.Error	Mean	Std. Error
post-task achievement	Control	10.772	0.474	11.879	0.390	12.825	0.497	11.825	0.249
	Experimental	13.237	0.526	14.302	0.365	14.374	0.397	13.971	0.246
	total	12.004	0.366	13.091	0.266	13.600	0.326	12.898	0.175
Post-coherence/cohesion	Control	9.623	0.499	11.059	0.411	12.031	0.523	10.905	0.262
	Experimental	12.246	0.553	13.583	0.384	13.797	0.418	13.209	0.259
	Total	10.935	0.385	12.321	0.280	12.914	0.343	12.057	0.184
Post-lexical resource	Control	8.959	0.508	10.362	0.418	11.239	0.533	10.187	0.267
	Experimental	11.501	0.563	12.771	0.391	13.226	0.425	12.499	0.264
	Total	10.230	0.392	11.566	0.285	12.232	0.349	11.343	0.188
Post-Grammatical range/ accuracy	Control	8.594	0.493	9.540	0.406	10.307	0.517	9.480	0.259
	Experimental	10.476	0.547	11.914	0.379	12.317	0.413	11.569	0.256
	Total	9.535	0.381	10.727	0.276	11.312	0.339	10.525	0.182

Table (12) shows a close adjusted means of the sub skills according to group and English level.

This chapter presented the statistical analysis in a table format. The following chapter draws inferences and conclusions from the data and gives recommendations for future research, as well as for educational administrators concerned with the effects of reading and pre-writing activities on writing proficiencies of university students.

Chapter Five

Discussion and Recommendations

This study attempted to provide insight into the effect of reading and pre-writing activities on university students’ writing proficiencies. It also attempted to see if there were any significant differences (α=.05) in the effect of reading and pre-writing activities on university students’ writing proficiencies according to their Tawjihi (high school) English levels (advanced, average, weak).

Over the years, the researcher has been teaching English as a foreign language to various age levels and grades. It was noticed that the Jordanian educational system is lacking something when it comes to teaching English. English teachers speak and explain concepts in Arabic in their classrooms. Most communication skills are taught separately instead of being intertwined. The younger the child, the more he or she learns when it comes to a second language. When the researcher started teaching English at the university level, an even larger gap in the students’ skills was noticed. The university requires all students of all faculties to complete English 101, English 102, Arabic 101, and Arabic 102 Communication Skills courses for their graduation requirements. Some students are required to take a remedial English 99 course according to their competency test grades. Within each class, there are many different English proficiency levels. The university textbook is designed for the general or average student. The students with a command of English will excel and the weak students will struggle. Each textbook consists of 6 units. Each unit is comprised of a reading passage followed by comprehension questions, brief vocabulary exercises, a

specific grammar point, a listening and speaking activity, and finally a writing prompt. Most of these activities are not related. The advanced students can usually finish and succeed in all of the class work, activities, and tests with minimal difficulties. The weak students, on the other hand, struggle with their language deficiency and may end up with low grades or even repeating the course several times. It is noticeable that most English as a second language textbooks are taught and organized in a similar fashion. One may ask the question, “How can we encourage the students’ success in different ways?” Listening and speaking needs constant practice and also a lot of time. Reading and writing needs practice too, but I was sure that their writing performance could be improved during one short semester.

As most teachers and professors know, writing is usually the weakest of the four communication skills although it is the most beneficial and needed in their university and professional lives. Students need writing in school, work, and correspondence with the world (e-mails, letters, memos, applications, and essays). In their Tawjihi (high school) English exams, students usually memorize a writing passage or letter from their textbooks that they rewrite on their final Tawjihi (high school) exams. Writing skills are rarely taught. Therefore, I decided to see during my research period if I could improve University of Jordan students’ writing by offering extra and different types of authentic readings that were related to their textbook reading passages. I also offered much needed pre-writing activities such as punctuation, paragraph organization, transition signals, vocabulary and grammar exercises to their daily lessons to see if their writing at the end of the semester would improve. It is also a strong belief that because of the various English proficiency levels in each class, various English language websites would be provided to the

students so that they could practice the four communication skills at their own individual levels and on their own time.

The following discussion and recommendations are based on the statistical findings reported in Chapter Four. The results are discussed based on each individual question that was posed in the research study.

Discussion of the findings related to the first research question

The first research question is “Is there an effect of reading and pre-writing on university students’ writing proficiencies?”

Based on the findings related to the first question, two-way ANCOVA revealed statistically significant differences in the mean scores in the writing posttest due to the reading and pre writing activities. The adjusted mean scores of the students in the experimental group were (51.245) which is significantly higher after the treatment than those of the control group (42.301). This difference can be attributed to the many reading passages and pre-writing activities that were given to the experimental group. Researchers agree that students that “read well, write well.” The more reading that the students are exposed to, the better writing they will do.” Researchers have determined the correlations between the two skills exist and that the treatments of one skill produce effects on the other skill (Raimes, 1991). For native English speakers, evidence shows that text complexity for young students affects the complexity of their writing (Eckhoff 1983, 1985). It also shows when middle school children read and pay attention to literary elements, their writing improves (Glazer, 1973). For NNS’s, the effects of reading on writing are different. Reading builds a command of

English for 10-11 year olds (Tudor & Hafiz, 1989). Johnson (1990) states that reading instruction is effective for teaching writing skills for university-level students. Another study by Campbell (1990) shows that a student's background information plays a big part in their writing proficiency and interpretation of the reading passages.

Even though the university students were reluctant to the extra work assigned, they were confident that they would improve. I explained to them that I was going to give them all of the extra work in order to improve their writing skills, so they agreed. The control group's post test writing scores also improved due to the fact that they took the English communication skills class for an entire semester. An improvement was expected due to the constant English practice in the students' lectures over the semester, but not as much as the experimental group's due to the treatment.

The sub skills were also evaluated on the writing proficiency test using MANCOVA. The results showed a statistically significant effect of reading and pre writing activities on the sub skills (F=9.958). The adjusted means in the study were found using ANCOVA to show that task achievement in the control group was (11.825) and in the experimental group (13.971). Coherence and cohesion in the control group was (10.905) and in the experimental group (13.209). Lexical resource in the control group was (10.187) and in the experimental group (12.499). Finally, grammatical range and accuracy in the control group was (9.48) and in the experimental group (11.569). All adjusted means were in favor of the experimental group. In general, task achievement had a (F=37.504), coherence and cohesion had a (F=39.055), lexical resource had a (F=37.9777), and the grammatical accuracy had a (F=32.836). Coherence and cohesion had the most improvement while grammatical accuracy had the least improvement. All sub skills had a significant improvement.

These results can be attributed to the fact that the experimental group was given reading and pre-writing activities that covered task achievement, coherence and cohesion, lexical resource, and grammatical range and accuracy. Students were instructed on how to write proper paragraphs; supporting ideas, topic sentences, examples, and conclusions as well as instruction on using cohesive devices such as transition words (time and order), synonyms, pronouns, and repetition. Punctuation, types of sentences and capitalization were also covered during the semester. Grammar was given throughout the semester in addition to mini workshops on types of sentences and organization of ideas. Themes for the additional related reading passages correlated with the themes in the university English 102 Communication Skills books. Students in both the experimental and control groups studied and read the same reading passages in their university English 102 Communication Skills books. The experimental group read several extra authentic passages, blogs, poetry, and surveys on the same themes. One topic was marriage and the other was technology. Vocabulary words and vocabulary usage were discussed in context with the experimental group. The control group took the traditional classes with basic reading passages, grammar lessons, and listening and speaking activities. Both groups improved, but the experimental group improved significantly more.

These results are in accordance with many researchers' studies. Reid (1988) stated that reading can be used as a pre-writing stage which formulates new ideas. Zamel (1982) concluded that less proficient writers "need to be taught how to make use of pre-writing strategies or invention techniques." Students improved their writing tremendously through reading strategies and responding to other students' writing in a study by (Al-Ghonaim, 2005). Editing and writing techniques were taught side by side

with the reading passages. In a study by Lee & Muncie (2006), using a higher level vocabulary in classes improved the students' post reading compositions. Culham (2003) stated that all the processes of writing, grammar, and punctuation were ineffective without content knowledge. This is why authentic readings using meaningful contexts encouraged better writing. Many school programs make sure that writing skills reinforce reading activities for maximum success. Saqqa (2006) used brainstorming and semantic mapping for pre-writing activities. These activities allowed students to visually display and organize their background knowledge. Micek (1994) stated that some students use the reading to expand their responses to the writing prompt, but some students need guidance on how to use and benefit from the reading in their writing.

Discussion of the findings related to the second research question

The second research question is "Are there any statistically significant differences (α=.05) in the effect of reading and pre-writing activities on university students' writing proficiencies according to their Tawjihi (high school) English level (advanced, average, weak)?"

Based on the findings related to the second question, two-way ANCOVA revealed that there was no statistically significant difference (α=.05) due to the interaction of the reading and pre writing activities and the Tawjihi (high school) English levels (advanced, average, weak)(F=0.465). The advanced control group had a mean of 46.271 while the advanced experimental group had a mean of 53.512. The average control group had a mean of 42.712 while the average experimental group had a mean of 53.119. The weak control group had a mean of 37.921 while the weak

experimental group had a mean of 47.106. The total mean for the control group was 42.301, and the total mean for the experimental group was 51.245. What was not surprising was that the weak group had the lowest adjusted mean (42.513) while the advanced group had the highest adjusted mean (49.891). It was expected that the weak students would not benefit as much as the advanced students from all the reading and pre writing activities.

In all four sub skills, the weak group had the lowest adjusted means while the advanced group had the highest adjusted means. We can assume that the advanced students' prior knowledge, oral language proficiency, and basic writing skills were of a higher caliber to begin with and that they could understand all of the reading and pre writing activities better than the weak students. Raimes (1985) stated that "what the less proficient writers need, compared with the more proficient, is more of everything: more time; more opportunity to talk, read, write, and listen in order to marshal the vocabulary they need to make their own background knowledge accessible to them in their L2, more instruction and practice in generating and organizing; and more emphasis on editing for linguistic form and style"(p.250). In a study by Galvan (1985), language/code switching(thinking in both languages which causes the L2 to be mixed) was found to interfere with a weak student's ability to write in English. On the contrary, studies by Zamel (1982) and Friedlander (1988) stated that language and code switching actually "facilitated" composition. They went further to say that language has an effect on topic knowledge and the quantity and quality of writing.

In conclusion, both the control and experimental groups improved in their writing proficiency by the end of the semester. The experimental groups improved significantly more but not due to the interaction between the Tawjihi (high school)

English levels and the treatment. It was surprising to see all levels improve but not significantly. A more dramatic improvement was expected. Even though there was no significant difference in the effect of reading and pre-writing activities on university students' writing proficiencies according to their Tawjihi (high school) English level, some points were learned through this study. The weak students tended to "cut and paste" sentences from the reading passages to their writing. Their sentences were short and repetitive. They also stated that they were not sure how to relate the reading to the writing. Their prior knowledge(schema) was limited because of the lack of English communication skills. Advanced students were exactly the opposite. They had a foundation in English language, so they were more comfortable listening, speaking, reading, and writing. They were able to comprehend the pre- writing activities and use them beneficially in their writing post test. These students were able to understand the vocabulary in context and re-use the words later. All students used the reading in their writing but for different reasons. For some, the reading provided new ideas; for some, it filled in gaps that a student knew about a topic; for others, it supported their ideas.

These findings have many implications. Theoretically speaking, teachers must think about the individual differences of their students especially in English as a Foreign Language (EFL) classrooms. Practically speaking, students need to understand what they read, and understand how to use the reading and pre- writing activities in their writing.

Recommendations for further research

More research needs to be done on non native English speaking (NNES) students. Most of the research used in this study was on Native English speaking

(NES) students. It would be more useful to study the same research questions during an entire year instead of one semester. The extra time would ensure a more significant improvement and better writing. It would also determine if time is a significant factor in writing proficiency. Male and female students could be studied separately to determine if writing proficiency is affected by gender. This research could also be done in other English university subjects. Students from different faculties could be studied to determine if their improvement is due to the content of their reading and what they study. If both are closely related in content, would their writing improve? Schools, as well as universities, could be studied since most of the school textbooks, ESL books, and English classes are taught in the same way as university English classes.

Internet websites should be provided in all English communication skills textbooks in order to provide students of all English proficiency levels the opportunity to improve their skills at their own leisure and in the privacy of their own homes. Another study could be done to determine if these ESL websites helped the students improve their communication skills significantly. Related articles should be provided in all units to support the required reading passages. Reading passages and related articles need to be varied in their thematic content and types of authentic reading to cover all of the specialties at the university.

Pre-writing activities should be exciting and new strategies should be learned and practiced by teachers. Extra writing practice should be intertwined in all units before the writing assignment is given to the students. Writing labs should be available for students with specific weaknesses or just for students who are interested in improving their writing skills. These writing labs may help the students complete

their assignments, give much needed feedback on assignments, and provide creative ideas on improving their writing. Writing process skills such as brainstorming, drafting, proofing, and peer-editing should be part of all ESL curriculum.

To improve this study's strength, a larger sample at different universities should be done. Different specialized topics could be used and more skills could be added to the grading rubric according to skills taught in the classroom or skills required by the individual instructors. Overall quality should be concentrated on as well overall improvement in the students' writing proficiencies.

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Appendices

Appendix 1

Introductory letter to examiners

Dear Colleagues,

The following package has all of the reading comprehension passages, pre-writing activities, attendance sheets for the experimental/control groups, and assessment tool for the writing. I will be doing my research on four sections of English Communication Skills 102 in the University of Jordan. I chose the general topics of "Marriage" and "Technology" in order to allow students of all faculties and backgrounds to write on subjects that do not need much prior knowledge or experience. In all four sections, I will administer a writing pre-test on the subject of technology. Over the following weeks, the students in the two experimental groups will be given reading comprehension passages and vocabulary exercises on the subject of technology. A second writing pre-test on marriage will be administered to all sections. Additional reading comprehension passages and vocabulary exercises will be given on the topic of marriage and traditions. For the remaining three months of the semester, pre-writing activities and extra classroom discussions/activities will be given to the experimental groups. At the end of the semester, writing post-tests will be given to all groups on the same subjects. Writing pre-tests and post-tests will be evaluated according to the IELTS writing assessment rubric provided. Various levels in all sections will be divided according to their English Tawjihi(high school) grades provided on the initial attendance sheets. I would appreciate any comments or suggestions that you can make on my package of materials. The title of my research is ***The Effects of Reading and Pre-Writing Activities on University Students' Writing Proficiencies***. Thank you for your time and patience.

Sincerely,

Kelle Taha

Appendix 2

Student information Sheets

	Name	Student Number	Faculty	Tawjihi Average	English Tawjihi Average	Level
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						

Appendix 2

Student information Sheets

Name	Student Number	Faculty	Tawjihi Average	English Tawjihi Average	
15.					
16.					
17.					
18.					
19.					
20.					
21.					
22.					
23.					
24.					
25.					
26.					
27.					

Appendix 3
Writing pre-test on technology

Name:_______________________________
Student Number:_____________________
Section:______________________________

Pre-Test
English 102

***In 200 words or less, discuss how important technology is in your life. Give reasons and examples to support your answer.**

Appendix 4
Writing pre-test on marriage

Name:________________________________
Student Number:______________________
Section:______________________________

<u>Pre-Test</u>
<u>English 102</u>

***In 200 words or less, describe your ideal spouse. How would you like to meet him/her?**

Appendix 5
Interview about technology

Future Talk: A Conversation with Bill Gates
Chairman, Microsoft Corporation
--interviewed by Larry King of CNN

***Larry King*:** I'm having this conversation with you on a computer, and I'm wondering if e-mail is going to replace the post office in the future.
***Bill Gates*:** E-mail won't replace the post office, but it will replace a lot of paper the post office and overnight services carry around today.
***King*:** Do you worry your child won't learn penmanship(1) because there's always a keyboard and a printer nearby?
***Gates*:** When I was in school, I always felt it was unfair that kids who happened to have bad handwriting were penalized at grade time.(2) Obviously, everybody needs to learn basic writing skills. We want our kids to have a full complement of (3)basic communications skills. I'm a lot more concerned that kids who only use calculators and never learn to multiplication and division by hand may fail to grasp(4) the basics of mathematics.
***King*:** Will there be any use for pencils and paper?
***Gates*:** People will use pencils and paper for a long time but they won't use them as much as they do now.
***King*:** Tell me how a computer will be used in the average home thirty years from now.
***Gates*:** You'll have lots of thin flat screens covering walls of your house and you'll carry a hand-held device around with you. The screens will feed whatever visual information you want—live video from a place in the world you like, an art reproduction, or maybe a stock market.
***King*:** What happens when the power goes out?(5)
***Gates*:** We're very dependent today on electricity and we still will be in fifty years. If there's a power failure, you won't get much work done, although battery technology will improve enough that short power failures won't necessarily shut down(6) all of your computers.
***King*:** Are we going to get television and news and entertainment from the Internet rather than from a set hooked to cable in the house?
***Gates*:** News and entertainment will be delivered from the Internet to cable television(7) and telephone connections in our homes. We'll access this information(8) using a variety of devices, some of which will resemble(9) today's televisions.
***King*:** Will a person be able to work in the future without having any computer skills?
***Gates*:** There will still be jobs for people without computer skills, but a smaller percentage than exist today. The proportion of the workforce that lacks computer skills will decrease as people not having those skills get retrained or retire. Most young people have computer skills or at least an enthusiasm to get them.
***King*:** Describe an office in the future. Telephone? Fax machine? Conference room? Will there be an office building?
***Gates*:** The key element of the office of the future is that it will have lots of flat screens, just like your house will. And these screens are going to be everywhere once they get thin enough, cheap enough, and high enough in quality. You'll carry around a lightweight screen the way you carry a wallet or cell phone or newspaper today. The notion of (10) a fax will disappear because documents will be transferred electronically without having to

-adapted from Select Readings by Lee, L. & Gundersen, E.

Appendix 5
Interview about technology

pass through the intermediate stage of being printed on paper. If the recipient(11) wants to read it on paper, she'll print it.

"Telephone" refers to an audio-only electronic communications link and we'll continue to have this kind of connection. But I think audio-only communication will be the exception rather than the rule.(12) Communications will usually involve videoconferencing, collaborative work on a document, or some other kind of data interchange beyond audio alone. We'll have conference rooms, but some of the participants in a conference may be in other places and hooked in electronically. Some will participate from home when being face-to-face isn't important. Office buildings and even cities may lose some of their importance because the Internet and corporate intranets(13) will enable workers to communicate, share information, store data, and collaborate regardless of where they are.

King: What worries you about the future?

Gates: The world's rapidly growing population concerns me. We need to encourage people to start thinking about the consequences of having too many people on the planet—food and water shortages, pollution, too many people crammed into drug-infested and violence-filled urban centers.

---

1 *penmanship* – handwriting
2 *were penalized at grade time* – were given a lower grade as punishment
3 *full complement of* – a complete set of
4 *may fail to grasp* – may not learn
5 *when the power goes out* – when electric power fails or stops
6 *shut down* – stop
7 *cable television* – a television service that provides programs to paying customers
8 *access the information* – get this information
9 *resemble* – look alike
10 *the notion of* – the idea of
11 *the recipient* – the receiver
12 *be the exception rather than the rule* – be uncommon or infrequent
13 *corporate intranets* – internet-type networks linking employees within a company

True or False?

1.__________Gates believes that soon we won't be dependent on electricity.
2. __________According to Gates, it will be possible to participate in office meetings and conferences from your home.
3. __________In Gates' opinion, it will become more common to get visual information on computers.
4. __________Gates thinks we'll use more paper in the future.
5. __________According to Gates, audio-only communication will be the most popular way to communicate with people far away.
6. __________You can infer that Gates believes people will continue to write by hand.

Appendix 6

Reading passage on technology

tech · no · pho · bia - (noun) a fear that some people have about using technology

If you have it, you're one of the 85 percent of people that this new "disease" has struck. Maybe you bought a phone on which you can program 25 numbers – then couldn't turn it on. Or perhaps you have just read that your new CD player which you have finally learned how to use will soon be replaced by DVD which you have never even heard of.

Some experts say that things have just gotten too complex. William Staples who authored a book on the electronic age tried to help a friend who had just bought a new stereo. The stereo which worked before wasn't working anymore. "On the front of the stereo receiver it literally had a couple of dozen buttons," says Staples. Donald Norman who has written about the effects of technology on people blames the designers of these devices, not the people that use them. "The best way to cure technophobia is to cure the reasons that cause it – that is, to design things that people can use and design things that won't break," claims Norman. Michael Dyrenfurth who teaches at the University of Missouri – Columbia believes that we cause our own problems by buying technology that we just don't need. "Do you really need an electric toothbrush?" he asks. According to Dyrenfurth, important technology that we can't afford to run away from actually exists. To prosper, we have to overcome our technophobia and learn to use it.

EDIT: Read this student's book report. Find and correct 6 mistakes in the use of identifying and non-identifying adjective clauses.

I just read a book called *Technostress* which was written by Dr. Michelle Weil. Her co-author was Dr. Larry Rosen, that is her husband and also a psychologist. According to the authors, everybody feels stress about technology. Our cell phones and beepers, that we buy for emergencies, soon invade our privacy. Just because they can, people contact us at places, where we are relaxing. Another problem is having to learn too much too fast. Technological changes, used to come one at a time, now overwhelm us. Dr. Weil suggests dealing with technostress using tips from her latest book which can be purchased from her web site.

Adapted from Better English.www.better-english.com

Appendix 7
Reading passage on technology (2)

4. The Internet in Africa

When it comes to technology, Africa is far behind the rest of the world. For example, Africa has very few telephone lines compared with other areas. In fact, it has only about 2 percent of all the telephone lines in the world. In Africa, there are about 2.5 phone lines for every 100 Africans, while there are about 70 phone lines for every 100 Americans. There are also very few computers—only about 6 million on the entire African continent. As for the Internet, there are fewer Internet users in Africa than in the city of London alone.

The lack of telephones and computers in Africa may not seem like an important problem on a continent with many serious problems. However, more telephone lines and computers would allow more Africans to connect to the Internet. Through the Internet, Africans could have better access to information and better contacts with the rest of the world. In this way, they could end their dependence on others and begin to take control of their own development.

People in many African cities are already using the Internet. However, there are often problems with the quality and the speed of the satellite connections to the Internet. Cables can carry much more Internet data than satellites and can do it more quickly, so new cables are being put down on the ocean floor along the coast of Africa. One cable will go along the west coast, making connections from South Africa to eight other countries and finally ending in Spain. The other cable will circle all around Africa, connecting countries on the east and west coasts.

Though many people cannot afford to buy a home computer, they can go to "cybercafés" and pay for computer use by the hour. The cybercafés are especially popular with young people. They use the Internet to get in contact with people from other countries. One company that has opened many cybercafés is Africa Online, started by a young Kenyan who studied in the United States. Africa Online now has cybercafés in Kenya, Ghana, Ivory Coast, Namibia, Swaziland, Tanzania, Uganda, and Zimbabwe, and it is planning to open cafés in Egypt and other countries.

The Internet is also an important resource for students. School and college libraries often do not have many up-to-date books and students usually cannot afford to buy the books themselves. With the Internet, students can access libraries and databanks around the world. They can also sign up for and follow distance-learning courses at many universities in the developed countries.

As the connections for the Internet are made more direct and reliable, new opportunities will open up for jobs. The Internet will allow Africans to develop an information-based economy that can do business with the whole world. For example, even today an American health insurance company in Kentucky has hired computer operators in Ghana to do some of their correspondence work. With a direct Internet connection between Kentucky and Ghana, the real distance becomes unimportant.

Appendix 8

Reading comprehension questions (2)

Circle the best answer for each item. Do not look back at the passage.

1. This passage is about
   a. the popularity of cybercafés.
   b. why the Internet is important.
   c. how the Internet can help Africans.
   d. building Internet cables in Africa.
2. According to this passage, few Africans use the Internet because
   a. there are few telephones and computers.
   b. they do not know how to use computers.
   c. the cybercafés in Africa are expensive.
   d. there are more serious problems to deal with.
3. Access to the Internet could
   a. prevent Africans from solving serious problems.
   b. make Africans more dependent on international aid.
   c. allow Africans to become more independent.
   d. create many problems for young Africans.
4. At present, in Africa
   a. people usually connect to the Internet by cable.
   b. few cybercafés have Internet connections.
   c. most people have Internet connections at home.
   d. people mainly connect to the Internet by satellite.
5. The new cables for Internet data will
   a. slow down Internet connections.
   b. improve telephone connections.
   c. speed up Internet connections.
   d. make computers cheaper.
6. In Africa, cybercafés are especially important for
   a. students.
   b. friends.
   c. teachers.
   d. workers.
7. An American insurance company
   a. is buying an African Internet company.
   b. hires Africans as computer operators.
   c. sells health insurance in Africa.
   d. plans to open a factory in Africa.
8. You can infer from this passage that
   a. many Africans study in the United States.
   b. few Africans are interested in the Internet.
   c. many Africans would like to use the Internet.
   d. many American companies hire Africans.

-reading and exercises adapted from www.english-zone.com

Appendix 9
Reading passage on technology (3)

<u>READING</u>

The Future

Have you ever imagined what wonders the future will hold? In the next few decades, people are probably going to travel very differently from the way they do today. Everyone is going to drive electric-powered cars instead of gasoline-powered cars, so people will not have to worry about running out of gas.

Some of the large automobile companies are already moving ahead with this new technology. At their next press conference, F&C Motors will present its new electric-powered cars.

Transportation in the future will not be limited to the streets on the ground. Traffic will quickly move to the sky with cars that can float through the air. In the coming years, traffic jams are going to be among the clouds.

The sky isn't the limit though. You will probably even be able to take a trip to the moon and other places in outer space. Instead of listening to regular airline announcements, you are going to hear someone say," The shuttle to Mars will leave in ten minutes."

Transportation is not all that will change. In the next decade there is going to be a vaccine against the common cold. Humans will probably be cloned. Phones will get smaller and televisions will get larger. Will the wonders never stop?

Appendix 10
Reading comprehension questions for technology (3)

COMPREHENSION

Complete the sentences with the best word or phrase.

1. In the future, people will travel in ______________________ cars.
a) diesel-powered
b) electric-powered
c) wind-powered

2. Automobile companies ______________________ electric-powered cars.
a) are already making
b) are not making
c) plan on making

3. Transportation will move ______________________.
a) into the sea.
b) onto new roads in the air.
c) into the air.

4. Shuttles to Mars ______________________ in the future.
a) will never happen
b) will probably happen
c) is already happening

5. There is going to be a vaccine against ____________________.
a) the flu.
b) food poisoning.
c) the common cold.

Appendix 11
Vocabulary exercises on technology (3)

VOCABULARY

-reading and exercises adapted from www.world-english.org

1. The future will be full of many wonders.
a) amazing things
b) new cars
c) vaccines

2. Electric-powered cars are part of the technology of the future.
a) vehicles
b) cars
c) machinery

3. Traffic jams are going to be among the clouds.
a) jellies
b) delays
c) patterns

4. Shuttles will leave to Mars in the future.
a) space ships
b) electric-powered cars
c) gasoline-powered cars

5. There is going to be a vaccine against the common cold.
a) medicine
b) technology
c) doctor

6. Human will be cloned in the future.
a) healed
b) copied
c) transported

Appendix 12
Newspaper article on soul mates

Name:___________________Sec.________

Soul Man

The Term Soul Mate in Vogue for U.S. Spouse Seekers-Study

By Mary Kelleher

NEW YORK Wednesday June 13 (Reuters) - Single Americans in their 20's want to marry someone who shares their innermost thoughts and feelings, rather than someone rich or of the same religion, a survey said on Wednesday. Today's young Americans are on a quest to find their "soul mate," compared with past generations that sought spouses with similar religious and social backgrounds, said a new survey from Rutgers University's National Marriage Project. "Seeking a compatible mate who shares similar values is not new, but what is new and surprising is that the soul mate ideal has become the most desired marital partner characteristic for this age group-surpassing religion, economics and even the ability to be a good mother or father," said David Popenoe, co-director of the National Marriage Project.

Among Americans in their 20's who have never been married, 94 percent said they wanted a soul-mate spouse "first and foremost," said the survey, which was called "Who Wants to Marry a Soul Mate?" They were very confident of success. Of those surveyed, 88 percent agreed there was a "special person, a soul mate, waiting for you somewhere out there," and 87 percent thought they would find that person when they were ready to get married.

For 80 percent of the women polled, a husband who could articulate his deepest feelings was a better catch than one who earned a good living. Only 42 percent of single Americans in their 20's thought it was important for their spouses to have the same religious beliefs, the survey showed. The survey is part of the project's wider "The State of Our Unions" report on marriage trends in the United States. It was based on telephone interviews with 1,003 married and single men and women aged 20 to 29 from January through March this year. "There's an awful lot about soul mates in popular culture," Popenoe told Reuters. "It's the term of the hour. ...It's a big change from times past when you maybe hoped a spouse would be a soul mate by the end of life but you didn't start out looking for such a person. You were looking for someone responsible and reliable who would be a helpmate for the tasks of life."

The term soul mate is in vogue, cropping up in popular U.S. television shows as marriage continues to lose appeal in the country, Popenoe said. "The marriage rate hasn't started to go up; out-of-wedlock birthrate hasn't started to go down; single-parent families are still going up slightly and there has been tremendous increase in a long period of dating before marriage," he said. According to a recent report from the Centers for Disease Control and Prevention, 43 percent of first marriages end in separation or divorce within 15 years. Nor does the soul mate quest necessarily produce a happy marriage, experts said. The belief that there is only one perfect mate for a person sets unrealistic expectations for marriages and often leads to divorce, they said. Young Americans were more concerned than ever about divorce, Popenoe said. Close to nine out of 10 Americans in their 20's thought the divorce rate was too high, and 47 percent believed laws should be changed to make it more difficult to divorce, it said. The fear of divorce and the hunt for a soul mate could explain
the high rate of young Americans who date for years before getting married, the survey said.

*Answer the following questions.

A. Rank the list of qualities or characteristics important to YOU when it comes to a marriage partner. *1 is for most important and 10 is for least important.*

_____same religious beliefs
_____ability to talk about feelings
_____appearance
_____same social background or class
_____your soul mate
_____earning potential($$)
_____age
_____ability to be a good parent
_____responsible
_____reliable

B. Fill in the blanks.

1. How old were the people interviewed?___________

2. How many unmarried people believed they would find a soul mate?___________

3. Which was regarded by women as better-a man who could talk about his feelings or a man who had a high paying job?____

4. Were the people who were interviewed married, single or both?___________________

5. Has the number of people dating for a long time before marriage *increased* or *decreased*?

6. Is the number of single parent families going up or down?_________________

7. What are many young Americans concerned about?______________________

8. What percent of Americans believed that laws should be changed to make it more difficult to divorce?________________

9. What does the term "vogue" mean?____

C "Single Americans in their 20's want to marry someone *who shares their innermost thoughts and feelings."* In the previous sentence, the pronoun 'who' introduces a clause giving us information about 'the someone' that single Americans want to marry. *This is called a relative clause.* In the article, underline 4 sentences with relative clauses.

1. ...but what is new and surprising is *that the soul mate ideal has become the most desired marital partner characteristic for this age group.*

-Reading passage and activities adapted from english-to-go.com.

Appendix 13
Survey about marriage

SURVEY OF BELIEFS ABOUT MARRIAGE

Percent of all men and women ages 20–29 agreeing

Soul Mates

_______ 1. When you marry, you want your spouse to be your soul mate, first and foremost. — 94%

_______ 2. You think that there is a special person, a soul mate, waiting for you somewhere out there. — 88%

_______ 3. You think that you will find that special someone when you are ready to get married. — 87%

Divorce

_______ 4. Parents should stay together for the sake of their children. — 40%

_______ 5. Divorce laws in the U.S. should be changed so that divorces are much more difficult to get. — 47%

_______ 6. A couple should not get married unless they are prepared to stay together for life. — 78%

_______ 7. Marriage is hard work and a full-time job. — 86%

Economic Independence

_______ 8. It is extremely important to you to have enough money before you get married. — 86%

_______ 9. Your education or career is more important than marriage at this time in your life. — 80%

_______ 10. A woman should not rely on marriage for financial security. — 82%

(The next statement is for women only.)

_______ 11. It is more important to have a husband who can communicate about his deepest feelings than to have a husband who makes a good living. — 80%

--Survey and activity adapted from www.english-to-go.

Appendix 14
Response to marriage survey

READING A BAR GRAPH

You learned in the article "Who Wants to Marry a Soul Mate?" that researchers telephoned people in the United States ages 20 to 29 to find out what they thought about marriage. Below are some statements from the survey and the percentages of people agreeing with them. The percentages are presented in a bar graph.

A Respond to the survey. Read each statement. Write *Yes* on the line if you agree and *No* if you disagree. (If you are already married, answer the questions as you would have answered them before you were married.) Then look at the bar graph to see how your opinions compare with the opinions of the people who participated in the survey.

B. **Discuss the answers to these questions with your classmates.**

1. Compare your answers to the survey with those of a classmate. Which of your answers are the same? Which are different? Explain why you answered the way you did.
2. Do you think young adults in your native country would give the same answers that young adults in the United States did? Circle the statements you think young people in your native country would answer very differently. Show the statements you circled to a classmate from a different country. Did you circle the same statements?

Appendix 15

Reading blog on marriage

It doesn't matter whether it is a **love marriage** or an **arranged marriage**, the success of this relationship is all that matters.

Love Marriage Vs Arranged Marriage - Which one is better?

-->**BY:** Shivani | **Category:** Relationships | **Post Date:** 2009-06-23

Marriage is a sacred bond between two souls, a relationship in which a male and a female promise to be companions for a life span after tying the nuptial knot. It brings significant stability and security in the relationships of human beings, which is otherwise incomplete. It is not only a union of two human beings but also of two families. Marriage to some extent cannot be successful without the blessings and consent of the members of the family.

India has always had a long tradition of arranged marriages where the parents find the right match for their children. Due to our social structure, arranged marriages are more prevalent in our society and on the other hand, love marriages are considered as a taboo amongst people. The main reason behind this act of parents is to get their children married within the same cast, and also into good families. Honestly, there is nothing wrong with arranged marriages as long as the children are happy. On the other hand parents must understand their children if they love someone and want to go for a love marriage. Sometimes the children do not kknow what is right or wrong for them and in that case parents are forced to take drastic steps. Parents need to understand their children and children need to understand their parents point of view before any step is taken. Both love marriage and arranged marriage escorts with their own pros and cons. Here are some positive and negative points in both types of marriages:-

Arranged Marriages offer security for women since they have their family backup whereas love marriages provide freedom and more independence. In love marriages, since the boy and the girl know each other for a long time, they know what to expect from one another, they are aware of each others weaknesses and strengths before tying the sacred knot. They get time to explore things related to each other's nature, well before wedding. Hence it

Appendix 15

Reading blog on marriage

they learn about and discover each other after marriage, sometimes their likes and dislikes might not match but it is too late by then. If all goes well then a love marriage can turn out to be a blessing else, it can be a disaster in which mainly the women have to suffer. In a love marriage the boy not only loves but also respects his partner whereas in most arranged marriages the female is only treated as a commodity that may be loved bot not necessarily respected.

In the above discussion love marriage has scored more than arranged marriage but here is a downfall of love marriage. There is one key to making a successful marriage that is probably one of the hardest things in the world to do. It's called compromise. In case of love marriage, since they have fallen in love before getting married, the level of expectations is at the higher end. And if the person expects more from his/her partner, this leads to lesser compromises. On the other hand, in case of arranged marriages, compromise and adjustments are the two major foundation pillars, because the married couple does not have any unbending notions from each other. The compromise factor might work wonders here, while in love marriages, that might prove to be yet another cause for clash. In a love marriage the boy and the girl have mostly seen the best of each other and so the expectations are very high from one another but the worst of each other is yet to come and when it comes, it leads to a disaster. Therefore the rate of divorce in love marriages has been constantly going up whereas arranged marriages are still being able to survive and rarely reach the point of divorce.

Due to this factor, people consider arranged marriage as enduring and a cut above love marriage. This is such a topic, on which the discussion can go boundless. The bottom line is that be it an arranged marriage or a love marriage, both of the partners should realize that your spouse is not always going to be perfect. But tell your spouse every day that you love and appreciate him/her. There is no clear answer about which one is better than the other, it all depends on your personal circumstances and personality. However, a love marriage turned into an arranged one is the best thing that can happen. If a love marriage gets the consent of the family members as well then it can really turn into a beautiful relationship. At the same time arranged marriages can also be successful if both the girl and the boy are given the freedom to spend some time together and to decide for themselves if they one to get married to the person or not, after all, it is them who have to spend their whole lives together. Love, trust, loyalty, patience, respect, understanding, appreciating are some of the keywords of a successful marriage, if all this is their in a marriage then be it an arranged marriage or a love marriage, it is bound to be a happy and a everlasting one.

WHERE LOVE, RESPECT AND APPRECIATION ARE OPENLY EXPRESSED, THAT HOME IS THE HAPPIEST ONE- SO PLEASE PUT YOUR BEST TO SAVE YOUR PRECIOUS MARRIAGE.

Article Source: http://www.saching.com

Appendix 16

Poems about love and marriage

A walled Garden

Author Unknown

'Your marriage', he said, 'Should have within it a secret a protected place, open to you alone. Imagine it to be a walled garden. Entered by a door to which only you have the key. Within this garden you will cease to be a mother, father, employee. Homemaker or any other roles which you fulfil in daily life. Here you are yourselves, two people who love each other. Here you can concentrate on one another's needs. So take my hand and let us go back to our garden. The time we spend together is not wasted but invested. Invested in our future and the nurture of our love.'

On your wedding Day

Author Unknown

Today is a day you will always remember
The greatest in anyone's life
You'll start off the day just two people in love
And end it as Husband and Wife

It's a brand new beginning the start of a journey
With moments to cherish and treasure
And although there'll be time when you both disagree
These will surely be outweighed by pleasure

You'll have heard many words of advice in the past
When the secrets of marriage were spoken
But you know that the answers lie hidden inside
Where the bond of tru love lies unbroken

So live happy forever as lovers and friends
It's the dawn of a new life for you
As you stand there together with love in your eyes
From the moment you whisper 'I do'

And with luck, all your hopes, and your dreams can be real
May success find its way to your hearts
Tomorrow can bring you the greatest of joys
But today is the day it all starts.

Marriage Advise

Jane Wells (1886)

Let your love be stronger than your hate or anger.
Learn the wisdom of compromise, for it is better to bend a little than to break.
Believe the best rather than the worst.
People have a way of living up or down to your opinion of them.
Remember that true friendship is the basis for any lasting relationship.
The person you choose to marry is deserving of the courtesies and kindness you bestow on your friends.

-adapted from www.englishclub.com

Appendix 17
Personal stories about marriage

PERSONAL STORIES

Merritt Burns and Mary Aaronson fell in love on a cruise ship. Merritt thought Mary was "brilliant," and Mary said Merritt made her heart beat fast. What are you looking for in a spouse? Are you looking for someone who is brilliant? Are you looking for someone who makes your heart beat fast?

The people below, all students at a university in the United States, were asked what they are looking for in a husband or wife. Read what they said.

What Are You Looking for in a Spouse?



Name: Burim
Country: Kosovo
Age: 27

I think it will be better to find someone from my country, who is from the same culture and has the same traditions, the same religion . . . someone who will respect me, my family, and my friends. She will be from the same place, and she will understand me more.

I don't plan to find a girl, get married, see if it works, and then if it doesn't, get divorced, which I see many people here in the United States do. That's why I would like to find a religious girl, exactly the girl I am looking for, and then live my whole life with her.



Name: Zsofi
Country: Hungary
Age: 25

I know for certain that I would only marry someone I had known for a few years. You can come across some surprises if you trust yourself too much and make judgments too quickly.

If I ever get married, I definitely will marry somebody whom I can look up to and who will never let me be too wishy-washy. I love the differences between the two genders, but as time passes men are becoming very woman like. My husband has to be a man who can stand on his own two feet.

(continued)

Appendix 17

Personal stories about marriage (2)



Name: Aldo
Country: Brazil
Age: 22

I don't want my wife and me to be too independent. Couples in the United States are so independent, they can get everything by themselves. But then after they have a fight, they can just say, "Why should we stay together? One of us can move." In my culture, people struggle and have to depend on one other. When couples have a fight, they have to put up with each other. That's why marriages in Brazil last longer.

I'm looking for someone who can complete me. I don't want someone who can do pretty much the same things I can. I'm not saying that she has to cook and I have to cut the grass. If I like to cook and she likes to fix computers, that's OK. Some things my wife should know how to do better than me, and some things I should know how to do better than her.



Name: Kanjana
Country: Thailand
Age: 24

I think it's important to find someone who wants to have children. When people get married, they should have children because children can take care of us when we're older. It's hard to find someone who loves us as much as our children do.

I also think it's important for the man to have enough money. If the woman can earn money, that's good, too, but it's more important that the man earns enough because he is the leader of the family. But if I had to choose between a man who has a lot of money and a man who understands me and loves me, I would choose the one who loves me. ◆

◆ SHARING YOUR TRUE STORIES

Discuss the answers to these questions with your classmates.

1. Are any of the opinions expressed above similar to your own? Give reasons for your opinions. If you have a story to support an opinion, tell it to your classmates. (For example, do you, like Burim, want to marry someone from your country? Why? Do you know two people from different countries who got married and had problems? Tell the class the story.)

-adapted from Our Own Stories: Cross-Cultural Communication Practice by Dresser, N.

Appendix 18

Paragraph structure activity

<u>Goldfish</u>

Goldfish make the best pets for three reasons. First of all, goldfish are very quiet. They don't bark, howl, meow, chirp, squawk, screech, or race around the house at night while you and your neighbors are trying to sleep. Second, they are economical. You can buy a goldfish at your local pet store for about 50 cents, and a small bowl for it costs less than $3.00. Water is practically free. Also, they eat only a pinch of dried fish food daily, so their food bill is quite low. Third, goldfish are very well behaved. They don't have teeth, so they can't chew your furniture or bite your guests. They don't ever go outside, so they can't dig holes in your garden. In addition, you don't have to spend hours teaching them commands such as "Sit!" or "Heel!" If you want a quiet and economical pet that doesn't cause any trouble, visit your nearest goldfish store.

1. What is the title of this paragraph?
2. Which sentence is the topic sentence?
3. How many supporting sentences are there?
4. Does this paragraph have a concluding sentence?

<u>Goldfish</u>

Topic sentence:____

A. Goldfish are quiet.
   1.____
   2.____

B.____
   1.____
   2.____
   3. Water is practically free.
   4. ____

C. ____
   1.____
   2. They don't go outside---can't dig holes.
   3. ____

Concluding Sentence:

____
____

-adapted from *First Steps in Academic Writing* by Hogue, A..

Appendix 19
Types of sentences activity

Simple or Compound Sentences?

1._____One team kicks the ball to the other team to start the team.
2._____The quarterback is the most important player on the team
3._____The quarterback can throw the ball, but the other players can only run with it.
4. _____Then the other team gets the ball, and it is their turn to try to make a touchdown.
5._____The offensive team can also kick the ball between the goal posts of the other team to score points.
6._____The play is called a field goal.
7._____A touchdown is six points, and a field goal is three points.
8,_____A football is oval in shape and is made from pigskin.
9._____Football players wear helmets on their heads and protect their shoulders with strong shoulder pads.
10._____Players wear protective clothing, but injuries still happen.
11._____The summers in the Midwest are hot and humid.
12._____Every evening it was too hot to sleep so my sisters and I played outside until after dark.
13._____Our parents sat on the front porch and watched us play our children's games.
14._____We played games such as hide-and- seek and tag or we just sat around and told stories.
15_____We also caught fireflies in glass jars and watched them shine in the dark like flashlights.
16._____ My sisters were afraid of most bugs but they loved to catch fireflies.
17._____We usually had to go to bed at nine o'clock but on really warm evenings we could stay up until ten.
18._____Between nine and ten o'clock our mother or our father told us to come inside to get ready for bed.
19._____Sometimes it was still hot in our small bedroom so our parents let us sleep outside in the backyard.
20._____In those days, parents didn't worry about crime and no one locked their front doors at night.

Appendix 20
Sentence connectors chart

Sentence Connectors *Note: Commas separate. You cannot join ideas or sentences with only a comma.*			
Function	**Coordinating Conjunctions (Compound Sentences)**	**Conjunctive/ Introductory Adverbs**	**Subordinating Conjunctions (Complex Sentences)**
Addition	and	Additionally, also, besides, further, furthermore, in addition, moreover, what's more	
Contrast Opposition Concession	But, yet	Even so, however, nevertheless, on the other hand, still	Although, even if, even though, though, whereas, while
Cause Reason Purpose	For (because)		As, because, since, *(because of=prep. phrase), in order (that), (in order) to, so (that), whereas, so as to
Effect Result Consequences	so	Accordingly, as a result, consequently, hence, therefore, thus, for this reason	In that, in order that, provided that, so (that), so…(adj. or adv.) that
Alternative Choice/Option	Or, nor	Alternatively, on the other hand	
Condition		If not, otherwise	As if, even if, if, if only, only if, provided/ -ing (that), unless (=if not)
Time		Afterwards, next, now…then, previously, sometimes, subsequently, then, finally	After, as, as soon as, before, once, since, till, until, when, whenever, while, now that

Common Non-action (Stative) Verbs

Emotions
Admire
Adore
Appreciate
Care
Detest
Dislike
Doubt
Envy
Fear
Hate
Hope
Like
Love
Regret
Respect
Trust

Wants and Preferences
Desire
Need

Mental States
agree
assume
believe
consider
disagree
disbelieve
estimate
expect
feel (believe)
find
guess
hesitate
imagine
know
presume
realize
recognize
remember
see (understand)

Perception and the Senses
feel
hear
notice
observe
perceive
smell
taste

Appearance
appear
be
feel
look
represent
resemble
seem
signify
sound

***Remember that if you can "see"**

Appendix 21
Capitalization and commas

(capitalization and commas)

I. There are twelve mistakes in **capitalization** in this passage.
  a. **Circle** the mistake in the passage and
  b. **write** the correct answer (one word for each error) in the spaces below.

1. ________________ 5. ________________ 9. ________________

2. ________________ 6. ________________ 10. ________________

3. ________________ 7. ________________ 11. ________________

4. ________________ 8. ________________ 12. ________________

Travel Diary, August 25th

There are four people at our table for dinner every night, including me. I've already learned a lot about some of them in the short time we've been traveling together.

First of all, there is doctor Stone. He's about sixty-five years old, with gray hair and a friendly face. He retired from his medical practice a short time ago and is traveling around Europe before he retires in france. As a young man, he worked overseas as a doctor for a number of years. He speaks several languages including greek and has told us a lot about the cities we're going to visit.

Then there is a man i don't like very much, a history teacher by the name of barlow. He is on his way back to his job in berlin at the international school there. Because he is a teacher, he takes his vacations in the summer. He usually spends july with his parents, and travels the rest of the time.

The other person who sits at our table for meals is mrs. Lang. I haven't found out very much about her yet. she is quiet and doesn't talk very much, but she did tell me that she is on her way to visit her brother who is a priest at the vatican in Rome.

Appendix 21

Capitalization and commas (2)

II. There are eight **missing commas** in this letter.

a. **Circle** each mistake in the letter and
b. **write** the correction in the spaces below.
Example: Mexico, Japan

1. ________________	5. ________________
2. ________________	6. ________________
3. ________________	7. ________________
4. ________________	8. ________________

January 30 1999

Dear Mother and Father

I have just started my new job, and I want to tell you about my experience so far. I'm working as a typist in an insurance company with about forty other people. Most of the time I type letters for a very kind man named Mr. Jones. He is the manager of the Claims Department. First he gives me my work, and tells me what he wants me to do. After I have typed his letters I take them to his office.

There are many different kinds of people in the office: some are quiet some are rude, and some are very funny. I've made friends with another typist named Susan. She has given me a lot of good advice about working for this company. She has been working for the company in various jobs for 18years, so she plans to retire on January 31 2001. Susan's office is in a different part of the building than mine but we meet every day in the cafeteria to have lunch together.

As you can see, I'm doing fine here although I miss you both very much.

Much love

Mary

Appendix 22
Transition signals writing activity

- Copy the remaining sentences in order.
- Add a time-order transition signal to every step in each paragraph.

1. **JET LAG**[1]

1 Frequent flyers recommend these steps to prevent jet lag.

____ During the flight, don't drink alcohol or coffee.

____ Eat a high-carbohydrate meal before your flight.

____ Don't nap during the day when you arrive.

____ Go to bed early your first night in the new time zone.

Paragraph:

Jet Lag

Frequent flyers recommend these steps to prevent jet lag. First of all, eat a high-carbohydrate meal before your flight. Second, . . .

2. **HOW TO DRIVE YOUR TEACHER CRAZY**

____ It's easy to drive your teacher crazy if you follow these simple directions.

____ Always come to class at least five minutes late.

____ Yawn and look at your watch as often as possible during the class.

____ Make a lot of noise when you enter the classroom.

____ At least five minutes before the end of class, slam your books shut and stare at the door.

(continued on the next page)

[1]**jet lag:** tiredness caused by travel through several time zones

Appendix 23

Time-order transition signals activity

Combine the sentences in each group to make one sentence. Write the sentences as a paragraph with time-order transition signals. (Not every sentence! Only the sentences that give a major new step.)

How to Make an Apple Pie

1. Here's how to make a delicious apple pie for your family.

2. a. Peel 6 apples.
   b. Cut them into slices.

3. a. Don't make the slices too thin.
   b. Don't make the slices too thick.

4. a. Don't use apples that are sweet.
   b. Don't use apples that are soft.

5. a. Mix the apples with 1 cup of sugar.
   b. Mix the apples with ½ teaspoon of spice.

6. a. You can use cinnamon as a spice.
   b. You can use nutmeg as a spice. (Choice)

7. a. Sift 2 cups of flour into a bowl.
   b. Sift ½ teaspoon of salt into a bowl.
   c. The bowl is large.

8. a. Add 2/3 cup of shortening.
   b. Cut it into the flour.
   c. Cut it with two knives.

9. a. Sprinkle ¼ cup of ice-cold water over the dough.
   b. Mix it in with a fork.

10. a. Shape half of the dough.
    b. Shape it into a ball.
    c. Flatten the ball.

Appendix 24
Writing post- test on technology

Name:_______________________________
Student Number:_____________________
Section:______________________________

Post-Test
English 102

***In 200 words or less, discuss how important technology is in your life. Give reasons and examples to support your answer.**

Appendix 25
Writing post- test on marriage

Name:______________________________
Student Number:_____________________
Section:____________________________

Post-Test
English 102

***In 200 words or less, describe your ideal spouse. How would you like to meet him/her?**

Appendix 26
IELTS Writing Rubric

IELTS Task 2 Writing band descriptors (public version)

Band	Task Response	Coherence and Cohesion	Lexical Resource	Grammatical Range and Accuracy
9	• fully addresses all parts of the task • presents a fully developed position in answer to the question with relevant, fully extended and well supported ideas	• uses cohesion in such a way that it attracts no attention • skilfully manages paragraphing	• uses a wide range of vocabulary with very natural and sophisticated control of lexical features; rare minor errors occur only as 'slips'	• uses a wide range of structures with full flexibility and accuracy; rare minor errors occur only as 'slips'
8	• sufficiently addresses all parts of the task • presents a well-developed response to the question with relevant, extended and supported ideas	• sequences information and ideas logically • manages all aspects of cohesion well • uses paragraphing sufficiently and appropriately	• uses a wide range of vocabulary fluently and flexibly to convey precise meanings • skilfully uses uncommon lexical items but there may be occasional inaccuracies in word choice and collocation • produces rare errors in spelling and/or word formation	• uses a wide range of structures • the majority of sentences are error-free • makes only very occasional errors or inappropriacies
7	• addresses all parts of the task • presents a clear position throughout the response • presents, extends and supports main ideas, but there may be a tendency to over-generalise and/or supporting ideas may lack focus	• logically organises information and ideas; there is clear progression throughout • uses a range of cohesive devices appropriately although there may be some under-/over-use • presents a clear central topic within each paragraph	• uses a sufficient range of vocabulary to allow some flexibility and precision • uses less common lexical items with some awareness of style and collocation • may produce occasional errors in word choice, spelling and/or word formation	• uses a variety of complex structures • produces frequent error-free sentences • has good control of grammar and punctuation but may make a few errors
6	• addresses all parts of the task although some parts may be more fully covered than others • presents a relevant position although the conclusions may become unclear or repetitive • presents relevant main ideas but some may be inadequately developed/unclear	• arranges information and ideas coherently and there is a clear overall progression • uses cohesive devices effectively, but cohesion within and/or between sentences may be faulty or mechanical • may not always use referencing clearly or appropriately • uses paragraphing, but not always logically	• uses an adequate range of vocabulary for the task • attempts to use less common vocabulary but with some inaccuracy • makes some errors in spelling and/or word formation, but they do not impede communication	• uses a mix of simple and complex sentence forms • makes some errors in grammar and punctuation but they rarely reduce communication
5	• addresses the task only partially; the format may be inappropriate in places • expresses a position but the development is not always clear and there may be no	• presents information with some organisation but there may be a lack of overall progression • makes inadequate, inaccurate or over-	• uses a limited range of vocabulary, but this is minimally adequate for the task • may make noticeable errors in	• uses only a limited range of structures • attempts complex sentences but these tend to be less accurate than simple sentences

Appendix 26
IELTS Writing Rubric (2)

	conclusions drawn ▪ presents some main ideas but these are limited and not sufficiently developed; there may be irrelevant detail	use of cohesive devices ▪ may be repetitive because of lack of referencing and substitution ▪ may not write in paragraphs, or paragraphing may be inadequate	spelling and/or word formation that may cause some difficulty for the reader	▪ may make frequent grammatical errors and punctuation may be faulty; errors can cause some difficulty for the reader
4	▪ responds to the task only in a minimal way or the answer is tangential; the format may be inappropriate ▪ presents a position but this is unclear ▪ presents some main ideas but these are difficult to identify and may be repetitive, irrelevant or not well supported	▪ presents information and ideas but these are not arranged coherently and there is no clear progression in the response ▪ uses some basic cohesive devices but these may be inaccurate or repetitive ▪ may not write in paragraphs or their use may be confusing	▪ uses only basic vocabulary which may be used repetitively or which may be inappropriate for the task ▪ has limited control of word formation and/or spelling; errors may cause strain for the reader	▪ uses only a very limited range of structures with only rare use of subordinate clauses ▪ some structures are accurate but errors predominate, and punctuation is often faulty
3	▪ does not adequately address any part of the task ▪ does not express a clear position ▪ presents few ideas, which are largely undeveloped or irrelevant	▪ does not organise ideas logically ▪ may use a very limited range of cohesive devices, and those used may not indicate a logical relationship between ideas	▪ uses only a very limited range of words and expressions with very limited control of word formation and/or spelling ▪ errors may severely distort the message	▪ attempts sentence forms but errors in grammar and punctuation predominate and distort the meaning
2	▪ barely responds to the task ▪ does not express a position ▪ may attempt to present one or two ideas but there is no development	▪ has very little control of organisational features	▪ uses an extremely limited range of vocabulary; essentially no control of word formation and/or spelling	▪ cannot use sentence forms except in memorised phrases
1	▪ answer is completely unrelated to the task	▪ fails to communicate any message	▪ can only use a few isolated words	▪ cannot use sentence forms at all
0	▪ does not attend ▪ does not attempt the task in any way ▪ writes a totally memorised response			

آثار تدريبات القراءة وما قبل الكتابة على كفاءة الكتابة لطلاب الجامعة

إعداد

كيلي طه

المشرف

الدكتور عدنان العابد

ملخص

تهدف هذه الدراسة إلى معرفة آثار تدريبات القراءة وما قبل الكتابة على كفاءة الكتابة لطلاب الجامعة، وقد حاولت هذه الدراسة الإجابة عن السؤالين التاليين:

١- هل يوجد فرق ذو دلالة إحصائية عند (a = ٠,٠٥) لتدريبات القراءة وما قبل الكتابة على كفاءة الكتابة لطلاب الحامعة.

٢- هل توجد فروق ذات دلالة إحصائية عند (a = ٠,٠٥) لتدريبات القراءة وما قبل الكتابة على كفاءة الكتابة لطلاب الجامعة وفقاً لمستوى اللغة الإنجليزية في امتحان التوجيهي (متقدم، متوسط، ضعيف).

٣- وقد ضمت عينة الدراسة ١٢١ طالبًا وطالبة من كليات مختلفة في الجامعة الأردنية وتم اختيار هذه العينة قصديًا نظرًا لمناسبتها لظروف الباحثة. وقدتم تقسيم مستويات الطلاب إلى (متقدم، متوسط، ضعيف) وفقاً لمستوى اللغة الإنجليزية في امتحان التوجيهي. وتم تطبيق اختبار الكتابة القبلي والبعدي، على المجموعتين التجريبية وذلك أثناء المحاضرات في الفترة الزمنية بين الاختبارين. وتم اختيار نظام امتحان (IELTS) الدولي لتطبيقه على الطلاب لمعرفة مدى

إجادة الكتابة.

ولتحليل النتائج تم استخدام تحليل التباين الأحادي ANCOVA لمعرفة آثار تدريبات القراءة وما قبل الكتابة على كفاءة الكتابة لطلاب الجامعة، وأيضًا تم استخدام تحليل التباين المتعددMANCOVA لمعرفة آثار تدريبات القراءة وما قبل الكتابة على المهارات الفرعية للكتابة. وأظهرت النتائج وجود أثر ذي دلالة إحصائية على المجموعة التجريبية في كفاءة الكتابة لطلاب الجامعة، وقد بلغ المتوسط الحسابي المعدل لطلبة المجموعة التجريبية بعد التدريبات (٥١,٢٤٥) وهو أعلى احصائيًا من المتوسط الحسابي للمجموعة الضابطة والذي بلغ (٤٢,٣٠١). بالنسبة للسؤال الثاني فلم يكن لهذه التدريبات أثر ذو دلالة احصائية عند (a = ٠,٠٥) نظرًا لتداخل القراءة وتدريبات الكتابة القبلية ومستويات امتحان التوجيهي (متقدم، متوسط، ضعيف).

الجامعة الأردنيــــة
كلية الدراسات العليا

التاريـــخ: / /

نموذج رقم (١٦)
اقرار والتزام بالمعايير الأخلاقية والأمانة العلمية وقوانين الجامعة الأردنية وأنظمتها وتعليماتها لطلبة الدكتوراه

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تخصص: مناهج التدريس/ تعليم لغة انجليزية الكليـــة: العلوم التربوية

عنوان الاطروحة: The Effects of Reading and Pre-writing Activities on University Students' Writing Proficiencies

اعلن بأنني قد التزمت بقوانين الجامعة الأردنية وأنظمتها وتعليماتها وقراراتها السارية المفعول المتعلقة باعداد اطروحات الدكتوراه عندما قمت شخصيا" باعداد اطروحتي وذلك بما ينسجم مع الأمانة العلمية وكافة المعايير الأخلاقية المتعارف عليها في كتابة الأطروحات العلمية. كما أنني أعلن بأن اطروحتي هذه غير منقولة أو مستلة من أطاريح أو كتب أو أبحاث أو أي منشورات علمية تم نشرها أو تخزينها في أي وسيلة اعلامية، وتأسيسا" على ما تقدم فانني أتحمل المسؤولية بأنواعها كافة فيما لو تبين غير ذلك بما فيه حق مجلس العمداء في الجامعة الأردنية بالغاء قرار منحي الدرجة العلمية التي حصلت عليها وسحب شهادة التخرج مني بعد صدورها دون أن يكون لي أي حق في التظلم أو الاعتراض أو الطعن بأي صورة كانت في القرار الصادر عن مجلس العمداء بهذا الصدد.

توقيع الطالب: Kelle Daha التاريخ: Jan/2/2012